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FIRST ANNUAL REPORT

OF THE

BOARD OF COMMISSIONERS

OF

COMMON SCHOOLS IN CONNECTICUT,

TOGETHER WITH THE

FIRST ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD.

MAY, 1839.

Report of the Board.

The Board of Commissioners of Common Schools respectfully submit to the General Assembly the first Annual Report, required of them by the Act of May, 1838, creating the Board.

The duties of the Board as prescribed in the "Act to provide for the better supervision of Common Schools," are to submit, together with an account of their own doings,

I. A statement, as far as it may be practicable, of the condition of every common school in the state, and of the means of popular education generally.

II. Such plans for the improvement and better organization of the common schools, and all such matters relating to popular education as they may deem expedient to communicate.

To enable the Board to accomplish this, they are authorized to require of the school visitors of each school society, semi-annual returns of the condition of each common school within their limits, and to appoint a Secretary who shall, under the direction of the Board, devote his whole time, if necessary, to ascertain the condition, increase the interest, and promote the usefulness of common schools.

I. The Board met at Hartford on the 14th and 15th of June, 1838, and appointed Henry Barnard, 2d, a member of the Board, their Secretary. In the absence of any specified mode of action in the law itself, Mr. Barnard was instructed to visit, as far as practicable, all parts of the state, to inspect the schools and school houses, and ascertain their actual condition in such particulars as he should deem most important, and to confer with school officers and teachers, and the experienced friends of education, as to any modification which they should think it advisable and practicable to make in our system of common schools.

He was further directed to hold, at suitable times and places, in each county, conventions of such friends of popular educa-

tion as were disposed to attend, with a view of effecting an interchange of sentiment, and by an acquaintance with each other, to form new bonds of sympathy, and channels of united action in promoting its success.

It was thought by the Board that it would be good and pleasant for the citizens of one republic thus to come together for an object so dear to them all; to feel conscious of the equality of freemen; to reciprocate the most kindly feelings; to find that they have a common interest; to provide for the improvement in knowledge, in usefulness, and in piety of thousands of children and youth who are soon to take the place of their fathers; to forget the distinctions of party and sect, and to invoke the blessings of the Almighty upon their deliberations and doings.

The Secretary was further directed to establish a common school periodical as soon as the prospects of its success should warrant the undertaking, as an important auxiliary in his labors, and as likely to ensure, as far as any single measure could, the object of the legislature.

Under these general directions, and with such co-operation as the members of the Board in their several counties could give, the Secretary has prosecuted his work. The result of his inquiries and reflections, are embodied in a detailed report, which, together with the accompanying documents, we beg leave to submit to the Legislature, as containing as minute and accurate information of the condition of common school education, as they are able to present. The report itself contains the results of much diligent research on the part of the Secretary, aided by the suggestions of the wise and experienced among his fellow citizens all over the state.

The documents annexed contain Abstracts of the returns made by school visitors, respecting the winter schools of 1838-39, in compliance with the requirements of the Board.

No. 1 exhibits the condition of 780 district schools, taken from several counties, in some of the most important details.

No. 2 exhibits the condition of all the school societies, as far as returns have been received.

No. 3 exhibits a comparative view of the winter schools in each county.

No. 4 exhibits a recapitulation of the above, which supercedes the necessity of presenting in this place a summary view of the condition of the common schools of the state, as far as they have been officially heard from.

No. 5 exhibits the different kinds of school books in use in the different school societies.

No. 6 presents specimens of school registers in use in several of the best district schools, also the form of registers recommended by the Massachusetts Board of Education.

No. 7 contains an abstract of returns respecting school houses; also plans for school houses, which have been circulated through the Journal.

No. 8, contains extracts from Reports of school visitors and communications from Teachers, &c.

This report, with the accompanying documents presents a more minute as well as comprehensive survey of the system of common schools as in actual operation, than has ever been taken before, and, we beg leave to solicit for its various suggestions, the serious consideration of the Legislature.

We agree with the Secretary, that it is not advisable to alter hastily a system which in its past administration has done so much good, and is now interwoven with the habits and affections of the people. We are, however, anxious that the facts upon which his suggestions are based should be as widely disseminated in the several school districts as possible.

II. As however, it is made the duty of the Board to communicate such specific plans of improvement as they may deem expedient, they would respectfully propose a modification of the school law in the following particulars.

First. To withstand the tendency to the unnecessary and injurious multiplication of districts, which grows in part out of a too rigid adherence to the principle of employing a single teacher for children of every age and of every degree of proficiency, the Board would recommend—

In the *first* place, that any district numbering over 50 persons between the ages of 4 and 16, be authorized to employ two or more teachers, to provide suitable school rooms, and to form the younger, and the older and more advanced pupils into separate departments or schools—and, in the *second* place, that the inhabitants of any two or more adjoining districts, may, without dissolving the primary districts, associate together, and form a union, or secondary district for the purpose of maintaining a union school for the common benefit of the older and more advanced scholars of such associated districts, and that a union district thus formed shall have all the powers and be entitled to all the privileges of school districts.

Second. To secure greater activity and regularity in the administration of the system, we recommend in the *first* place, that each school district be authorized to elect its own committee, and in case of failure to do so, or of vacancy occasioned by death, or inability to serve, that the school society committee be authorized to appoint, or to fill such vacancy—and in the *second* place, that each school society instead of electing any number not exceeding 9, to be school visitors, may elect

any number not exceeding one in each district in their limits, who shall be authorized to appoint two persons a committee, both or either of whom may examine and approve teachers, visit all the schools twice during each season of schooling, make out all official returns and reports as to the condition of the several schools now required of school visitors, and in all other matters act under the general direction of the Board—and for these services, they shall receive per diem allowances to be paid out of the avails of the town deposit fund, or in such other manner as the society may direct and provide.

Third. To make the advantages of common schools in reality free to all, and oppressive to none in particular, the Board would recommend that on application of the district committee, the select men of the town shall have power to abate the school tax of such poor and indigent persons as are unable to pay the same, in the same manner as in case of town taxes.

Fourth. To obviate many difficulties complained of from want of proper specification in the law relating to school districts, especially as to the building of school houses, the Board would recommend an entire revision of that part of the law, and that a copy of the same when revised be sent to the clerk of each school district.

The Board have recommended these points to the particular attention of the Legislature, because if the suggestions made, are acted on, they will remove the causes of much feeble and irregular action in our system, and will put it in the power of such districts as are disposed, to introduce a gradation of schools, and employ two or more teachers, thereby diminishing the evils and increasing the efficiency of our district schools.

The experience of the past year, shows the propriety of lodging somewhere the power of supplying vacancies, which may occur in the Board. Since its organization the Board have lost the services of two of its members, by removal or absence from the State, and one by the death of the lamented Dr. Fisk.

In conclusion, the Board would express their gratitude for the co-operation which the various measures recommended and adopted by the Board and their Secretary, have been received from the public. If the same, or more efficient measures can be prosecuted in future, with the same active and intelligent interest,—if school officers, and teachers, and parents, will but co-operate in a work which aims at the true and enduring good of the State, both in its present generation, and in all future generations of men, Connecticut may be in the practical enjoyment of a system of common school education, not only cheap beyond example, but universal in its extent, and elevated in the character of the instruction imparted.

WILLIAM W. ELLSWORTH.

SETH P. DEERS.

WILLIAM P. BURRALL.

ANDREW T. JUDSON.

HAWLEY OLMSTED.

Hartford, May 8th, 1839.

Report of the Secretary of the Board.*To the Board of Commissioners of Common Schools,***GENTLEMEN:**

With the accompanying papers and tables exhibiting as minute and accurate detail of the condition of each common school in the State, as I am able to give, I beg leave respectfully to lay before you an account of my own proceedings, and the result of my reflection and observation as Secretary of your Board. I entered upon the duties of my appointment on the 16th of June, and have since applied myself diligently under your direction "to ascertain the condition, increase the interest, and promote the usefulness of the common schools of the State." Under this broad commission of the law, and of your instructions, and what appeared to be the expectation of the public, I have made as extensive personal examination into the actual workings of our school system, as circumstances would allow; and by means of popular meetings, public addresses, personal and written communications with school officers and teachers, and the periodical established under your direction, have endeavored to enlist a more active general interest in our common schools, and thereby promote their increasing prosperity.

From the outset I looked upon a periodical devoted exclusively to popular education, as an indispensable auxiliary in my labors. Having secured editorial assistance, and communications, and relying on the ready and generous support of parents, school officers, and teachers to second and sustain any efforts which should demonstrate its own usefulness in the work of school improvement, I issued in August the first number of the Connecticut Common School Journal. It has since been continued monthly, or semi-monthly, and besides being the depository of all laws relating to schools, and the official organ of communication between the Board and the public, it has aimed to assist school officers in the discharge of their duties, to help to form and encourage and bring forward good teachers, to furnish better plans for the construction and arrangement of school-houses, and to give information as to what had been done, or was doing, in other States and countries, in this great field of popular education. More than 60,000 copies of the twelve numbers have been circulated in the State, and as it has kept aloof from the disturbing influence of party or sectarian differences, it has, it is hoped, in some measure, been serviceable to the cause it was established exclusively to promote.

As directed by your instructions, I met the friends of education in the months of October and November, in the several counties of the State. In the circular letter inviting their attendance at the time and place specified, I solicited particular attention to the following inquiries:

"1. Does the present organization of your Board of school Visitors secure a thorough examination of teachers, or an adequate supervision of the Schools, during each season of schooling?"

"2. Is there any voluntary association on the part of parents to visit the schools where their children are educated? and if not, could not such associations be organized for the future?"

"3. What measures are taken to secure the punctual attendance of the children at school?"

"4. To what extent have you employed female teachers, and with what success?"

"5. How many of your teachers follow teaching as a regular profession?"

"6. Is there any system of classification adopted in your school society or district in order to put the younger children under a separate teacher or teachers?"

"7. Do you experience any inconvenience from the multiplication of districts?"

"8. Has your school Society availed itself of the provision of the law so far as "to institute a school of a higher order for the common benefit of the Society?" and if not, do you consider it practicable and advisable so to do?"

"9. Are there any peculiar excellencies in the mode of government, or process of instruction in your schools, which it would be desirable to have generally introduced?"

"10. Is it desirable to increase the number of studies?"

"11. In what manner is moral instruction communicated in your school?"

"12. Is any inconvenience or discomfort suffered from the location and construction of school-houses?"

"13. Are your schools furnished with apparatus for instruction, such as maps, globes, black-boards, &c.?"

"14. Is any provision made for society or district libraries for the use of teachers or scholars?"

"15. How many select schools are there in your school Society? and what do you think has been their influence on the public schools?"

"16. In what manner has your town appropriated the interest of the "Town Deposit Fund?" If for the promotion of education in the common schools, on what principle is it distributed?"

In reply, I received oral or written communications on these and kindred topics, from more than half the towns in the State. The Conventions were numerous attended. At all of them, resolutions pointing to existing defects in the organization and administration of our school system, and various means and modes of improvement were discussed and adopted. County associations for the improvement of common schools were in every instance formed, and so organized as to form channels of united action in every town.

The results show that the impulse which was created by the numerous attendance and free interchange of opinion at these Conventions, imparted a more active interest in the cause to many towns in the State. School Visitors were induced to establish a higher and more vigorous standard in the examination of teachers. More systematic and efficient plans of visitation were adopted and pursued, and it is safe to say that no instance of such gross violation of official duty, or acquiescence in a bad state of things, such as was stated at many of the Conventions to have occurred within a few years, has taken place in the course of last winter.

In many towns and societies immediate steps were taken to carry out the recommendations of the Conventions, by the formation of local associations auxiliary to the county associations for the improvement of common schools.

In reply to numerous letters received from individuals interested in these movements, I addressed a circular designed to aid their formation, in which I proposed the following objects among others, as worthy of immediate attention:

"To ascertain how many of those enumerated by the District Committee are in no school whatever, and to try to induce the parents of such children to send them to school."

"To get a minute and accurate statistical account of the condition of the public schools, embracing answers to all the inquiries contained in the circular of the Secretary of the Board of Commissioners of Common Schools, and especially with regard to the best modes of giving efficiency to the examination of Teachers and the superintendence of the schools."

"To inquire into the expediency of establishing one or more

County Seminaries for the education of teachers for our Common Schools.

To collect the best plans for school-houses, and for their internal accommodation, and to see what defects are to be remedied, and improvements made in the school houses in the town.

To inquire of the various teachers what they think can be done on the part of the school Committees, the Parents, and others, for the good of the schools, and to solicit communications from the teachers in writing on these subjects.

To inquire into the expediency of increasing the compensation of first-rate teachers, and of offering a certain sum in addition to the stipulated wages, if the teacher will keep the school two years to the satisfaction of those who employ him, and of the Executive Committee of the association. This sum to be paid out of the funds of the association. The mode of raising these funds for this and other purposes, whether by tax, or otherwise, or by both, to be determined by the association.

To endeavor to effect a judicious classification of the scholars in the schools, and for this object to increase the number of teachers, and of school rooms, if necessary.

To see that all the younger children in the schools are provided with a slate and pencil, to use in drawing, or writing, or in any innocent way to amuse and improve themselves, when not otherwise employed.

To inquire into the capability of female teachers keeping the winter schools, and to make trial of this, if practicable.

To encourage the coming forward of the right sort of young men and young women to be teachers of the public schools, and to aid them in qualifying themselves for the employment.

To form a library of books on education, for use of teachers.

To promote the formation of associations of teachers for mutual improvement.

To invite the clergymen of the different religious denominations to give discourses or lectures on the subject of popular education, at suitable times, to their people.

To promote the frequent visiting of the schools, by the parents of the scholars, and others.

To inquire into the expediency of giving some compensation to the Committees and Visitors of the schools, especially the latter.

To inquire into the evils resulting in the schools from not having a sufficient number of books of the same kind and edition in the same classes, and to see what improvements are practicable with regard to the books used in these schools.

To collect all the children in the schools once a year for a happy public meeting. Open the meeting with prayer. Have a suitable address to the children, and also to the parent and teachers. Let there be music; instrumental if practicable, and refreshments for the children, with such other expedients for their innocent recreation as may be devised.

In carrying these, or similar suggestions, into effect for giving efficiency to the town associations, it ought to be borne in mind, that such associations are designed to aid the school committees and visitors in the discharge of their duties, and that it is of the highest importance that such committees and visitors should be among the prominent and active individuals who organize the town associations, and be engaged in promoting their usefulness.

In conclusion let me say, that having met all the school conventions which have been held in the several counties of the State—having experienced much personal kindness from men of every shade of political and religious opinion—having given and received the band of fellowship in this cause, and the pledge of co-operation in the work from hundreds, without knowing or caring to know their views on other matters,—let me indulge the hope, that the same enlightened zeal which could induce men to abandon their business, and, in many instances, to travel so far, to attend these meetings, will induce them to carry out the recommendations of these conventions into efficient and harmonious action in their several towns,—and above all, that this holy work of elevating the character of our common schools may henceforward as heretofore be the rallying point of all who love the State and would promote her true and durable good, however discordant, and even irreconcilable their opinions may be on other subjects. Then, shall we realize the hope of the Board, that Wisdom from above will direct it,—an enlightened Zeal carry it forward,—a foster-

ing Providence insure its success,—and Patriotism and Religion rejoice together in its consummation."

As an evidence of the impulse communicated by these school Conventions and Associations to the cause of popular education, I would mention that in the course of the past winter, one or more public addresses in reference to this subject have been delivered in one hundred and fifteen school societies—that in upwards of fifty towns and school societies, associations similar to those above recommended, have been formed, and have been, in many instances, numerous attended, enlivened and made profitable by discussions and addresses on appropriate topics—that in a few towns teachers have associated together for mutual improvement, and have adopted arrangements for visiting each other's Schools, and that in more than forty school societies, a public examination of all or most of the schools have been held to the manifest interest of parents, teachers and children. No one can be more sensible than myself of the little which has been accomplished compared with what is needed to be done. But this is emphatically a work in which all sure progress must be slow. It were vain to expect that a system which had fallen into feeble and irregular action, should start at once into life beneath the first touch of awakening public interest. That the system has so fallen, will, I think, be evident from the following review of its present organization and administration—as found in the actual condition of the schools.

The sources of information consulted and relied on for the correctness of the facts and views here stated, are as follows.

The personal inspection of more than 200 schools while in session in various parts of the State. Personal or written communications from school officers or teachers in more than two thirds of all the school Societies.

The official returns of school Visitors respecting the winter schools in more than twelve hundred Districts under their supervision, made in pursuance of your requisition.

The Reports of school Visitors to their respective societies, respecting the winter schools, which have in some instances been forwarded to me at my request, and in others, it is presumed from a misunderstanding of the law.

Information collected by friends of common school improvement, principally school teachers, at my request.

Communications made by several of the associations for the improvement of schools, respecting schools in their own local limits.

I. GENERAL VIEW OF THE COMMON SCHOOL SYSTEM.

1. DUTY OF PARENTS.

The law asserts and enforces the duty of education upon parents and the constituted guardians of children as one of universal obligation.

"All parents, and those who have the care of children, shall bring them up in some honest or lawful calling, or employment, and shall teach or instruct them, or cause them to be instructed to read, write, and cypher, as far as the four first rules of arithmetic."

In case of neglect, the select men may admonish the parent in the first instance, and for repeated disregard of the law they are directed to take such children from

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their natural guardians, and bind them out "where they may be properly educated," and brought up to some lawful employment.

This is a monument of other days. Its enactment dates back nearly two centuries; and nearly the same length of time previous to the introduction of a similar provision in the School Law of Prussia. The coincidence is remarkable; and the actual operation of the same law in the two countries, and under governments so dissimilar, is no less so.

In Connecticut there is no attempt to enforce the law, and any attempt to do so, would, I fear, be regarded as an unauthorized invasion of individual and parental rights. Hence our prisons, and poor houses, number among their inmates many natives of the State, brought up within sight of the District Schools, who cannot read or write; and official returns show that we have thousands who were in no school whatever in the course of the past winter and summer.

In Prussia, it has been stated on the authority of official returns, there is not a subject of that monarchy, who has grown up under the operation of her system of public instruction, who cannot read and write. In 1834, it appeared that out of a population of 2,043,000 children of the school age, only 4,609 were in private schools, or in no school whatever. In Connecticut, in 1838, there were not less than 16,000 out of about 84,000, children in the same condition; 6,000 of this number were in no school in the winter, and most of them not in the summer.

Something more, therefore, is requisite than the mere declaration of the law.

The actual condition of things shows that no reliance can be placed on the efficacy of compulsory enactments. Indeed, I have reason to believe that it has less influence in Prussia, and is less frequently resorted to, than is generally supposed. The universal attendance at school is secured not so much by the application of force, or the fear of it, as by the vigilant action of committees,—the enlightened public sentiment in favor of it,—and above all, by the necessity of attaining a certain degree of instruction before the religious, and in truth, civil and social rite of *confirmation* can be administered. Without confirmation, no person can be a witness in a court of justice,—can marry,—set up his business, or in fact form a valid agreement.

Public confirmation was retained after the Reformation, as an evidence that the children of protestants were properly educated in the protestant faith. Hence no protestant neglected its observance. At first, it was only necessary for children to be instructed in the catechism to claim the right of confirmation. Hence the parochial schools of Germany and Scotland had their origin, and an essential part of instruction given in them, was the catechism. The learning this by rote constituted a large share of the education communicated. By slow degrees the amount of instruction necessary to confirmation was increased, and the age of its being administered fixed at the completion of the 14th year. Thus it is by fixing a certain degree of education as an indispensable condition of the rite of confirmation, and by making confirmation necessary to the full enjoyment of civil and social privileges, that the Prussian government is enabled in a great measure to secure the universal attendance of children at school, without reverting to the penalties of the law; although this is some-

times done, principally, however, to admonish negligent parents of their duties to their children.

How much better would it be in every respect, if the right of suffrage was based upon the evidence of school attendance and proficiency, than any property qualification whatever. Whoever shall discover a mode of securing a certain degree of instruction on the part of every individual of society, without violating the spirit of the age, and of our institutions, will do more to advance the cause of civilization, and our own American liberty, than we can conceive it possible to do in any other way.

But if we cannot secure school attendance by compulsion, or by the mode suggested, we can make it the interest of parent and district to patronize the public schools; and where the interest of parents is enlisted, the head and the heart will soon follow.

2. SCHOOL SOCIETIES AND THE SUPERINTENDENCE OF SCHOOLS.

Our law does not recognize, in any very essential particular, the limits and authorities of incorporated towns, cities, and boroughs, as connected with the organization of the system of common schools. By the act of 1795, the inhabitants of ecclesiastical societies incorporated by law, are constituted school societies. The State was, from the earliest period, divided into religious societies, without reference to the boundaries of towns, but to the convenient attendance and support of divine worship. Although the town authorities were always connected, more or less, with the management of schools, yet as the education of all the children of the community was regarded as a religious as well as a parental and civil duty, these societies were early empowered to lay taxes, and make regulations for the support of schools. As diversity of religious sects prevailed, it led to a modification of the system, and school societies, independent both of the town limits, and town authorities, and dissociated from all ecclesiastical connection, were formed as they now exist. I cannot but look upon this severance of the school interests from all the other municipal and religious interest of society, as one of manifest disadvantage. It has led, in part, to that wide spread apathy which prevails in regard to the condition and prospects of common schools, and to a new and very objectionable mode of providing for their support. Although the law clothes the inhabitants of school societies with all the necessary powers in regard to taxation, and the regulation of schools, including the building of school houses, except as the channel of communication for the school money, and a very loose and inefficient system of supervision and direction, the real management of schools has passed from them to school districts.

This mischief does not arise from the mere transfer of management, although in my judgment, the perfection of a school system consists in the proper union and balance of local and general authorities, and with us that union is practically dissevered, and the balance destroyed. With the change in actual practice, there has not been a corresponding change in the law, giving the power to school districts.

School districts have not, except in a few instances on special application, been clothed with the general power of taxation, and the election of their own officers. Hence there has not been enough to do at the district

meetings, to induce a spirited attendance, except when the building of a new, or the repair of an old school house was to be brought up. As the districts have the requisite power in this respect, in cases of its probable exercise, there is a full attendance. Give the districts the election of their own prudential committee, and extend the power of taxation, and an immediate change, will pass over the schools—an increased activity will pervade their entire management.

But to understand fully the causes of certain irregularities which are found existing in the actual workings of our system, I will allude briefly to the manner in which its administration is provided for, and conducted.

SCHOOL COMMITTEES.

Each society elects a Committee of three to order the affairs of the society. This Committee is the recognized channel of communication between the State and the school society, and districts. Their certificate as to the annual enumeration of all persons between the ages of 4 and 16, is requisite to ascertain what proportion of school money they may be entitled to. They are relied on as evidence that the schools have been kept in all respects according to law. The just distribution of the avails of the School Fund, "so as to be for the equal benefit of all the people," as the Constitution ordains, and the faithful application of the avails so as to insure a compliance with the wise provision of the school law, depends on the conscientious action of this committee. The law supposes, from its phraseology, that the Committee must resort to the "best information that can be obtained," before they make oath, or put their names to documents certifying to the correctness of other people's doings. I know of a few Committees, there may be others, who refuse to make the certificates required by law, unless they have before them the actual returns of district committees under oath, the written certificate of school visitors as to the qualification of teachers, the declaration of teachers, as well as of visitors, that their schools were visited twice during each season of schooling, and the minutes and records of the several clerks that the other requisitions of the law have been complied with.

I know of no objection to merging this Committee in the organization of the school visitors. They constituting the General Board of direction for the society, the certificates, &c., of the chairman acting under this general direction, might take the place of the certificates now required.

SCHOOL VISITERS OR OVERSEERS.

Each society must appoint a suitable number of persons, not exceeding nine, of competent skill in letters to be Visitors or Overseers of schools. Every thing that relates to the instruction and internal management of the schools in their respective societies, seems to be intrusted to this board. I will pass several of their most important duties under review.

Standing first on the list, and indeed deserving to rank first on any scale of duty, if measured by its power for good or for evil, as reaching into all future time, and touching every conceivable interest, is that of examining and commissioning school teachers. The certificate of approbation, the evidence of the good character and proper qualifications of all who apply, (I wish

I could say aspire) to teach in the district schools, can be given by no other committee, and without it, no teacher can legally enter a public school. That it is not so regarded is true, and that it is but little regarded in some particulars, is also lamentably true. Hence it is, that not a few who have found themselves unfit for other kinds of business, seem to be looked upon as qualified to teach the public schools. Hence it is, that many teachers are introduced into the school room, and intrusted with the education of the children, before they have undergone an examination, or received a certificate from the proper committee. Hence it is, that in some instances they are permitted to close the school without receiving any. But the examination, when it is made, is too often confined to unimportant points, not calculated to reach the merits or demerits of the teacher, and is always more adapted to test the intellectual attainments of the applicant, than his ability at government, or facility of communicating what he knows.

These are the essential qualities of a good teacher, and to neglect ascertaining to what extent they are possessed, is to defeat the first object of the law.

Besides, I know of cases where the examination proved the want of qualifications, and the teacher was allowed, without the legal warrant for so doing, to commence the school, on the understanding that in case he did not pass a better examination at the end of a month, or some other specified time, he was to leave the school. Such instances, besides being direct violations of the law, have almost always led to difficulties.

The law was framed to guard against the introduction of an improper person into public schools. One month's tuition under an immoral, or an unqualified teacher, may inflict an injury on the manners, morals, and mental habits of children, for which no final rejection of the teacher, or after regrets can ever atone.

But for such and other irregularities in the examination of teachers, it has been urged by school Visitors, that they are not unfrequently called on to sit in judgment upon applicants whose principal qualifications are cheapness, the friendship, or relationship of the district committee, and not unfrequently at so late a period of the season that they are told that if these are not approved, the districts will be without teachers.

But supposing the committee are disposed to fix a high and rigorous standard of qualification, school Visitors are liable to be swayed by their own friendly or selfish feelings, for they are not unfrequently called upon to accept or reject the son or daughter of a neighbor, a parishioner, a patient, a relation or friend.

Hence, it has been suggested at several of the public meetings which have been held, that the board of examiners should be farther removed, and one appointed for the county, as in Ohio, or for each senatorial district.

Again, the school Visitors are directed to displace any teacher whom they may find deficient in any requisite qualification, or who will not conform to the regulations by them established. This is a delicate but important trust. Few boards of Visitors establish any regulations to be kept or violated by teachers; and if they do, the practice is so irregular, that the districts are sure to chafe under their just administration. I have heard of but two removals in the course of the past winter, on either of the above specified grounds, although I have known of some, and heard of more,

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Another important duty enjoined on school Visitors, is to visit the school twice during each season of schooling, and to exact such exercises as may test the proficiency of the school. A faithful and intelligent discharge of this duty is felt in every department of the school; parents, teachers, children, all partake of the impulse given by frequent visits from those whose appointment is an evidence, or at least should be, of the estimation in which they are held by the community.

But the present mode of discharging this duty is, in many places, inefficient, irregular, and formal at best. Schools are not unfrequently visited "twice," as required by law, in the same week, and sometimes in the same day. In many cases it is done not so much to encourage the teacher, or stimulate the pupil, as to secure a title to the school money. Until the past year it was not customary for any one of the Visitors to examine all the schools. Hence, no one could compare their relative progress. It is the practice to allot different schools to different members of the committee, and thus to make the labor less to each individual, if not as profitable to the school.

The Visitors, or Overseers of the schools, are required to lodge with the clerks of their respective societies, a written report of their own doings, and of the condition of the several schools within their supervision, with the results of their observation and reflection. This is a new but important feature in our school law. It is the least objectionable mode of securing faithfulness on the part of the committee. It enables any member of the community to know the condition of the schools out of his own district. It provides the material for a sound judgment in reference to future improvement. How far this duty has been complied with, I have not the means of knowing. In many instances the report has been forwarded to me, whether under a mistaken view of the law, that it was required, or in compliance with a request which I made through the Journal that they would do so, I cannot say.

I fear, too, the law itself may not be so understood, as to carry out the intention of the framers. The object was, to have the report of the committee cover their official year, and not any portion of their predecessors. But the true practice will be settled, provided the officers have the right disposition in the work. In connection with this, and the subsequent branch of their duty, school Visitors will soon see the importance of requiring a register to be kept by the teacher, not as is now done, simply to ascertain the attendance, in reference to the school tax, but as the basis of accurate educational statistics, as well as a safe and powerful instrument of discipline. The Visitors have, unquestionably, the power to require such a register to be kept, under their general power of superintendence, and regulation of the instruction of the scholars.

But the duties of this Committee do not end here. They are now looked to by the Legislature as the source from which the Board of Commissioners of Common Schools must derive no inconsiderable portion of that information which will enable them every year to submit a report as "to the condition of each common school in the State, and plans for their improvement." To enable them to give this information with uniformity

and convenience, the law makes it necessary for the Board to transmit the requisite forms. These forms or blanks for the winter schools were prepared and forwarded under your directions, as required by law. In some instances, it is presumed, they did not reach their destination. In others there has been a neglect on the part of the society's clerk to forward them to the school Visitors. In others they have not been filled out and returned to the clerk within the specified time. In several, even where they were received, the Visitors have neglected to fill them out altogether. These however are incidents to a new system. The work will be done with greater uniformity and completeness, as soon as its importance is appreciated, and the best modes of doing it are settled. As it is, the returns are much more complete, and embrace a much wider range of interesting details than has ever been made before. In some instances they have been filled out with an accuracy and fulness that leave but little to be desired. It would give me great pleasure to name such officers. I may at least say that the condition of the public schools in such societies bespeaks in every department the active, efficient, self-denying discharge of duty, in one of the most laborious, unpaid, and unthanked branches of public service.

The importance of this office is not properly appreciated, either by the public or by those who fill it. Next to the teacher, the Visitors, or Overseers, stand in the most delicate, arduous and controlling relation to the schools. They may mould these institutions almost as they please. They stand at the door of the school room, and no one can enter legally except as authorized by their written permission. They may fix a high standard of qualification, and thus elevate the entire character of the instruction communicated. They may prescribe such regulations as will secure regularity and punctuality of attendance. They may sustain by their authority the just, and too often down-trodden rights of the teacher. They may, by visits, at frequent but irregular intervals, keep both teacher and pupils under a most vigilant and yet desirable police. They may induce parents to accompany them, and thus by their soul-cheering presence and manifestation of interest and sympathy, sustain the teacher in his toilsome and ever-recurring duties. They may, by their faithful representations of the condition of the several schools, both to the Society and to this Board, do much to promote the great cause of popular education in our State, which is acknowledged to be the only security of our institutions, and the only sure ground of hope for the progress of society upward and onward.

DISTRICT COMMITTEE.

This Committee, of one, three, or five, is in reality but a branch of the society's Committee, and was clothed with its present duties when the society had the actual direction of the schools. This Committee is appointed by the school society, but is charged with important trusts for the school district; and any omission of duty on his part is attended with serious inconvenience. Many of the irregularities in the action of our school system commenced here. The neglect to make the enumeration, forfeits the school money. This embarrasses the district and consumes ultimately the time of the Legislature. Delay in procuring a teacher, deprives the children frequently of one of suitable quali-

fication and wastes the most precious part of the year for study. The law does not make sufficient, if any provision, against the death, the removal, out of the district or the town, or the refusal to serve, on the part of this committee. I am clearly of opinion that each district should have the appointment of its own committee. This will give interest to the district meetings. And the districts will very properly be answerable for the neglect or omissions of their own officers. The committee, however, should act under the general direction of the society. The teacher should feel his connection immediately with the district, by receiving his place either by its choice, or by its consent, as now, and yet should be ultimately answerable to a tribunal removed from the influence of local jealousies, so often destructive to the best interests of our common schools.

BOARD OF COMMISSIONERS OF COMMON SCHOOLS.

Our law now recognizes the agency of the State as such in the administration of the school system, through the Board of School Commissioners and their Secretary. These duties are rather of an advisory character, and carry with them as such no more authority than those interested in schools are disposed to give, until the legislature sanctions and passes them into laws. The relation of the Board to the various parts of the system, cannot be properly adjusted until after a longer experience. Specific duties as inspectors or visitors of schools, coextensive with the limits of their respective counties, might be assigned to each member of the Board. Associated with others, they might have power of granting certificates of qualification to such persons as were disposed to apply to them for examinations as teachers. With liberty of appeal to the Board, or to the Legislature, they might decide, free of expense to the parties, many cases arising under the school law which are now litigated before some of our tribunals, at great cost and delay. The earlier such disputes are settled the better, for the innocent and peaceful children are frequently lost sight of, if not very much ground down between the collisions of parents. I make these suggestions not for immediate action, but as some of the ways in which the members of the Board might be made to promote the efficient and harmonious action of the various parts of our school law.

From this survey of the authorities entrusted with the administration of the school law, and the manner in which it is sometimes discharged, it is clear to my mind that the various parts of the system are not properly adjusted to each other. There is too much division and subdivision of authority, without any necessary connection or accountability, or any sufficient checks upon each other's irregularities. It requires the services of not less than 6000 persons, and as far as I can judge, usually employs not less than 8000. This in itself would almost insure inefficiency and irregularity. But however well it may work in the country, its deficiencies are most glaring in our cities and populous districts. To be efficient, there, the superintendence should be direct, constant and responsible. The discharge of the duties consumes much time, especially the duties of visitor or overseer, and requires the services of a class of men who cannot afford to spend the time demanded without some remuneration. Disconnected, too, as this office now is from the parochial duties of a clergyman, and at least in practice, carrying with its faithful per-

formance no compensation for time and expense incurred, and but a very poor return in public respect, it is difficult to find a sufficient number of persons of the right views and character to take it; especially as by far the largest number of them most competent have no longer any direct, pecuniary, or parental interest in the public schools. Under these circumstances, it seems necessary to reduce the number of acting officers, remunerate them for their services, and thus secure their responsibility.

CHARACTER AND DEGREES OF COMMON SCHOOL INSTRUCTION.

The school law now where specifies the character of instruction to be given in the common schools. It recognizes but one school and one teacher for a district, but authorizes the establishment of a school of a higher order, or a common school for the whole society. The practice has settled down upon the single district school, and the attempts to make that answer the educational wants of the age has led to the introduction of all those studies which the law seemed to regard as appropriately belonging, if not exclusively belonging, to the "school of a higher order." This has led, as might be expected, to a confusion of studies unfavorable to sound progress in the common schools, and to the withdrawal of many children from them to schools of a less objectionable character, as the proprietors of such schools think. Until the law recognizes and admits of a gradation of schools, and secures instruction of a higher character, private schools will abound and increase, to the serious injury of the public schools.

There is a strange prejudice in some parts of the State, to the establishment of schools of a "higher order," common to all, the rich and the poor; and yet, until this is done, "the district school as it is" will force them into existence—but their superior advantages will be within the reach only of the wealthy, and of those who are willing to make large sacrifices to secure a good education for their children.

4. SUPPORT OF SCHOOLS.

In the power granted to school Societies, the whole property of the community is recognized as pledged to the support of schools. The consecration, too, of such large funds at different periods of our history, are repeated assertions of the principle that universal education is a matter of public duty, and of public interest. The whole policy of our system has been by making liberal and permanent provisions for the ever recurring expenses of schools, to place them beyond the reach of the irregular and inadequate provisions of local and parental supply. In this respect our system is somewhat peculiar.

The expenses of common schools under our law may be classed thus:

1. Compensation of teacher, including board and wages.
2. Building, and repairs of school-house, and fuel.
3. School books.

The first item constitutes the principal part of the annual expense of schools, and is borne by the State, societies, and parents.

The second falls exclusively on the property of the district, and the parents of children who attend.

The third falls exclusively on parents. There is no provision for the supply of books to children whose pa-

rents are not able to furnish them. This is a serious omission in the law.

To meet these expenses, funds are derived from the following sources.

1. The semi-annual dividend of the School Fund.—The capital of this Fund now amounts to \$2,028,531.20, and the dividends for the year ending 1st day of April, 1839, a little over \$104,900.00, or giving to each child enumerated \$1.25.

This amount is distributed to the several school societies, and through them to the school districts, according to the number of persons between the ages of 4 and 16, and must be applied to the payment of the wages and board of instructors.

It has not been the policy of Connecticut to attach any other condition to the reception of this large amount of money, except that it shall be expended for the wages and board of instructors duly appointed and approved, and upon schools kept in all respects according to law. The law does not require that the schools shall be kept any specified length of time, much less for a longer time, in proportion to the amount of money drawn, than the children upon whom it is drawn shall attend school, or that an additional sum, equal or smaller than its distributive share shall be raised by either society or district.

Neither has it been the policy of the State to elevate the character of the instruction given, as her means increased. The avails of the School Fund have doubled since 1820, and more than quadrupled since 1800—and yet the law has not fixed a higher rate of wages, has made no provision for a supply of better teachers, has fixed no higher standard of education, and has not insisted on any longer school term than what existed before. Our progress, as far as we have made any, has been caused by the general advance of society, and not by the application of any new provision in the law itself. In New-York, Ohio, and Pennsylvania, and I believe in other States, the policy has been to make the public appropriation an instrument for exciting and fostering exertion, by connecting with its enjoyment the receiving of a like amount—and with the happiest results. A salutary zeal has been manifested in all that relates to the school interest.

By applying the dividends of the public money to the wages of teachers, (where it is uniformly applied elsewhere) and increasing them with the addition of but half what was once willingly paid by individuals for this object, Connecticut can draw into her common schools the best qualified teachers in the country.

By appropriating half to the several societies, as she does now, and the other half in a ratio corresponding to the average monthly rate of wages paid to teachers for six months in each of the several districts, as was proposed in the New-York legislature, the State might soon secure the services of better teachers, by offering a bounty upon their employment.

By appropriating one half to the school societies as at present, and the other half—proportioned to the amount of money they shall raise themselves for the use of schools, as was proposed in Massachusetts, Connecticut would see a new zeal animate her school officers, and a better order of teachers in her service.

By either of these modes of distribution, the tendencies of every public provision to paralyze individual ex-

ertion and sacrifices, will be counteracted, and increased resources will be cheerfully raised to meet the educational wants of society.

There is another principle of distribution which, without having all the advantages of the above named, will operate in another way far stronger than either. Let the money go to the society as it does now, according to the number of children between the ages of 4 and 16, and then be distributed to the school districts according to the actual attendance at school for any given period. This simple principle, operating, as far as I can see, to the equal benefit of all, will make it the interest of every district committee to see that all the children are at school, as well as on the enumeration list. It will make it the interest of every parent to see that his child is constant and punctual in his attendance. It will encourage the district school instead of private schools; for just in proportion as the latter are patronized, just in that proportion will the expense of the district school be increased—and just in proportion as an increased parental interest is felt in the district school, will its prosperity and usefulness rise and extend. I cannot but hope that a principle so simple, salutary, and so little objectionable, will soon be introduced into our law, so far as relates to the appropriation of the School Fund. It is a noble provision for universal education. But as at present appropriated it does not secure its first object.

2. A second and considerable resource to meet the school expense, is half the income of the "Town Deposit Fund," amounting to \$764,670.61, and such portion of the remainder as the towns may appropriate to education in common schools. As far as heard from, about one half of the remainder is devoted to this object;—making an aggregate income of over \$33,000. This amount is, in most of the towns, distributed to the school societies, and through them to the districts, on the same principle as the avails of the School Fund. In quite a large number it is divided equally to the districts, without reference to the enumeration. This is done to give additional aid to the weak districts. The annual appropriation of the income of this fund is one of the "vexed questions" of town meetings.

3. *Society and Local School Funds.* These amount, in the societies which have made returns on this point, to over \$100,000, and the income to near \$7,000.

4. *Avails of School Society Tax.* I know of several school societies which tax themselves regularly to a small extent, for school purposes. This is done not unfrequently where the school society is co-extensive with the town. I cannot give any aggregate on this head.

5. *The Avails of District Tax.* Of the amount I know nothing. It is always narrowed down to the objects coming within the strictest letter of the law, building and repairs of school-house, and expenses of fuel. And the district committee have no temptation to go beyond the general standard of liberality which prevails in school districts on this subject.

6. *Avails of Tax on the Parents of Children attending School.* In case the funds derived from any or all of the sources above specified are not sufficient to defray the expense of keeping the school, the deficiency is levied upon the parents or guardians of children attending, according to the number of days in attendance, if

they can be ascertained, and if not, according to the number of scholars. It is very desirable that all who send to public schools, and are able, should bear some portion of the expense, in order to fix upon the administration the vigilant supervision of those most interested in their well-being. It is also very desirable that not a single individual in the community should cease to feel a lively and persevering interest in its condition.

But it is difficult to frame a law to operate more unfavorably, unequally, and in many instances more oppressively, than this. Owing to the reliance now placed on the public funds—to the almost entire abandonment of property taxation,—for the support of schools, it leaves the question of the continuance of a school beyond what the public moneys will pay for, to be decided under the most unfavorable circumstances. There is not only the ordinary pecuniary interest to decide against it, but it is increased from the fact that all the abatements for poor children must come upon them who send to the schools. This in many instances, if the school is continued a suitable period, as far as the good of the children is concerned, makes the school bill of such persons nearly equal to what they would be if their children were in private schools. Again, many of them who are thus required to pay the bills of their poorer neighbors, are just able to pay their own, and the addition of a single penny beyond that, is oppression, so long as its burthen is not shared by the whole community.

Again, it is an inducement to parents to keep their children at home, on any trifling demand for their services—for in so doing there is no pecuniary loss sustained; as on the other hand their school bill is by so much diminished.

The unequal operation of the present mode of continuing the school becomes more oppressive as private schools increase—and a larger number of the wealthier members of society withdraw from the public schools. It thus throws all the extra expense of the schools, as far as the poor are concerned, upon that class, who, either from public spirited motives, or from inability to meet the expense of private schools, send their children to the common schools.

As to this portion of our school law, I have found but one opinion prevailing among the most intelligent men practically acquainted with the working of it; that it is radically defective. Instead of having within itself a principle of interest, which by its every recurring pressure keeps the sensibility of every individual alive to the subject, without oppressing any, it now operates not for the benefit of the poor; for they remain unaffected by it any way, but to encourage men of property to withdraw their children from school, and throw the burthen of supporting the schools upon those least able to bear it.

I would particularly invite your attention to this feature in the law.

With this general view of the organization of our school system, I pass to a consideration of some of the details in the present condition of the schools.

The facts stated, and observations connected with them generally, have particular reference to the winter schools for the past year. The summer schools were already so far advanced, and the school visitors entrusted with their supervision, having been elected

under the old law, I did not think it advisable or just to require any duties of them, not recognized or enjoined by previous laws. I am indebted to them, however, for many valuable suggestions, and in the course of the past summer, I visited very many of the schools, while in session. There is great feebleness and irregularity in the system of visitation, as well as in the examination and qualification of teachers for these schools. Their importance is altogether under estimated. And there is a too prevalent practice, to make the summer school as cheap as possible, so as to concentrate the resources of the district upon the winter schools.

II. DETAILS OF THE CONDITION OF COMMON SCHOOLS.

1. *School Societies.*—There are 211 school societies in the State. Returns have been received from 169. An abstract of these returns giving the most important particulars in reference to all the schools returned, will be found in Appendix.

At the annual meeting for the election of officers in 30 societies, the average attendance did not exceed 20 persons—in ten of the largest school societies in the State the attendance did not exceed 12 persons, and yet these societies included more than 10,000 electors, who exercised their privileges at the spring election; showing the relative interest felt in the two objects.

2. SCHOOL DISTRICTS.

The number of organized School Districts in the State exceeds 1700. Sixteen hundred and thirty made returns to the Comptroller in 1838. Seventy omitted to make out the enumeration, but are still in existence. Twelve hundred and fifty are included in the School returns ordered by your Board.

The average number of children in each district, as enumerated in 1838, is 52. There are 110 districts numbering over 100 children; 288 districts numbering over 60; 613 districts over 50. On the other hand, there are 910, numbering less than 50 children; 360, less than 30 children; 127, less than 20; and 32, less than 10 children.

Supposing that all the children enumerated actually attend school, it will readily be seen that a large number of districts are too small to maintain efficient schools, and that not a few are too large to find proper accommodations in one school room or under one teacher—which is all that our law authorizes in any one district. This is still more manifest when it is remembered, that out of the 288 districts numbering over 60 persons, only 87 are returned with an average attendance of over 60 scholars. On the other hand, there are 1116 districts with less than 40 scholars in attendance, and 301 districts with less than 20. Such schools are almost invariably discontinued as soon as the public money is exhausted, and in a majority of instances are not kept open in the summer.

It is evident from the first glance that we have carried the district system too far. The whole tendency has been to constant division, so as to bring the school nearer to every man's door. But an accommodation in this respect, is most generally purchased at the expense of a small and inconvenient school house, a shorter school term, and a cheap, poorly qualified teacher. These lead not unfrequently to another serious loss,

the withdrawal of children from such schools by those parents who value an education, and are able to secure it at a private school. It would be far better to suffer some inconvenience in point of distance, rather than lose the inestimable advantage of a spacious school room, properly located and fitted up, of a well qualified teacher, and of a universal attendance of all the children of the district. Besides, I have not found that the children who live nearest the school house are most regular in their attendance. On the other hand, I have found the reverse to be true in a majority of instances in which I have made inquiry. I have found too that some of the best schools in the State have been crippled and ruined by this division and subdivision. So important is this considered in New York, that the Superintendent of schools has frequently set aside all that has been done in forming new districts, in case the existing district is, by the formation of the new one, left with less than 40 children, or the new one embraces less than that number. This rule is not dispensed with unless under peculiar circumstances. Provision is also made for annexing the inhabitants of districts, which have fallen below the standard of ability in respect to children and taxable property, to maintain a respectable school, to adjoining districts.

But there are evils incident to districts containing too many children, or embracing too great an extent of territory. If the attendance is full, (and I could name several districts where the average attendance exceeds 70 even when one third of those enumerated did not attend the public school,) the room is crowded with scholars of every age, in almost every branch of study, of every degree of proficiency, in a great variety of text books, so as to defeat all classification and require a large share of the teacher's time to govern his school. These are however in part cured by the employment of a better paid teacher, and in some instances, by dividing the school into separate apartments.— This last succeeds admirably well, but it is difficult to find authority for it in the law. When however the practice does not prevail, it leads to the withdrawal of many children from the public school, and the establishment of a "select" or private one. Here the evil of crowded room, bad ventilation, and promiscuous associations are avoided. But the public school is sure to suffer in reduced means, and much more in the abandonment of all that concerns its prosperity, by some of the most intelligent families of the district.

These two opposite evils, of too small and too large districts, may be remedied by a law authorizing the union of two or more districts, which shall leave the younger children, if it is thought advisable, of each district where they are now, and lead to the establishment of a school for both districts, at the most convenient point in reference to the extremes of each; and another section, authorizing the employment of one or more female assistants, in the populous districts, or the classification of the scholars according to age or proficiency, into two or more departments, to be taught in the same building, or in rooms located at the most convenient points of the districts.

There can be no objection to these alterations, for no district is compelled to act under them unless it should be thought advisable. They remove some of

the difficulties which now lie in the way of school improvement, in the law itself.

In Massachusetts the importance of securing this graduation of schools, and the employment of female assistants for smaller children, who require a discipline adapted to their own active and susceptible natures, has led to the passage of a law requiring the employment of a female assistant or assistants in every school which contains over 50 scholars as the average number, unless the town or district, at a meeting regularly called, shall vote to dispense with the same.

The Pennsylvania and Ohio school laws, which have been framed with great care, and after a critical examination of other school systems, contain similar provisions. With such provisions in our law, and a corresponding practice in those districts which admit of it, and adequate means for raising up and compensating good teachers, I shall look forward with hope and faith to the increasing prosperity of the common schools.

Before leaving this topic of school districts, I will say that no part of the school law requires such thorough revision as this. The relation of districts to the school society should be better defined, the powers and duties specifically pointed out, the facility of division and subdivision checked, all that relates to the building and repairs of school houses be cleared of the difficulties which now embarrass the action of districts in this respect, and the power of taxation so far extended as to authorize a small annual appropriation for a school library, &c.

There are a large number of districts, which have been set off with so little regard to the requisitions of the law, that most of the proceedings would be adjudged invalid by our courts. In not a few instances teachers would find it difficult to maintain an action for the recovery of wages, and the treasurer of the district would be liable, personally, for moneys paid out. The law should be made more plain, its requisitions enforced, and a copy be always accessible to the proper officers in each district.

3. ENUMERATION.

The whole number of persons between the ages of 4 and 16 residing and belonging in the several districts in this State, as returned to the office of the Comptroller, was 83,977. This, however, does not include 1400 in districts which made returns in 1837, and will probably apply for their proportion of the school fund money, forfeited from non-compliance with the law in this particular. This number, together with 300 returned within the last three years, in small districts which there is no evidence have been dissolved, gives an aggregate of 85,777 persons between 4 and 16 in the State. This number compared with the whole population of the State, and to the census of other States, is unusually large. It may however be perfectly accurate. Other States have not the same inducement to be so minutely accurate, to look up every living person between the above ages. Still I have reason to believe that a different construction of the words "residing and belonging" prevails in different districts, which leads to a double enumeration of the same person. The practice is general, if not uniform, to enumerate all persons between the requisite ages, in the district where their

home is, that is, where their parents or guardians reside, even though they may be absent for some temporary purpose. On the other hand, such persons residing in any districts for the temporary object of instruction, are considered so far to belong to those districts as to be enumerated. This last practice was pronounced by the Commissioner of the School Fund in 1833, erroneous. According to his interpretation of the Statute, a child's residence is its *home*, or where its parents reside. And the child does not reside *and belong* to the place to which it temporarily resorts to attend school or receive instruction of any kind. The child can only be enumerated in the district where it belongs. This decision given at the request of the Committee of the Legislature, reduced the enumeration from 85,172, what it was in 1832, to 83,644. It will be seen, that including the children in districts not returned last year, the aggregate number is nearly what it was in 1832. The failure to make out the enumeration as required by law, is now an evil of frequent occurrence, and of serious consequence. For the first eight years after the passage of the law, the average number of applications for school money forfeited from this failure, was six. For the last three years the average was over twenty.

This omission has been encouraged, by the facility with which such applications are granted by the Legislature. This failure should in no instance occur. The enumeration of all the children of the district, including as it should the age and sex of each, is of great importance, not only for a just distribution of the school dividends, but as the measure of the educational wants of such districts. It should therefore be made the interest of a district to see that this duty is performed; and that there may be some justice in the loss of all, or of part of the money which they would be entitled to, the officer to take the enumeration should be one of their appointment. In case no return is made to the Society committee within the time specified, the committee should be directed to warn the proper committee of the district of the omission, and then in case of further neglect, take the enumeration, and the school money thus received should go to the support of other schools in the society.

The expense in time consumed by the Legislature in action on these applications, and the expense to the district and individuals, would go far to pay a handsome compensation to every school visitor in the State.

4. ATTENDANCE.

I know of nothing in the school law that limits the proper school age, unless it comes within the general grant of powers to school visitors and overseers. The practice varies in different societies.

The aggregate attendance of children of every age, for any portion of the winter, in 1218 districts returned, is 54,550, of which number, 30,338 were males, and 24,222 females. This includes 1033 under four, and 3438 over sixteen years of age.

It includes also scholars in schools strictly private, although by a process, the legality of which is not quite clear to my mind, they are converted into district schools. The teacher, it is true, is examined and approved, and the school visited twice during each season of schooling, by the proper committee—but the management of all that concerns the school is not entrusted to the district,

or the district committee, as such. And the rates of tuition are such as to close the door to the children of the poor. But including this class of scholars, and deducting those under four and over sixteen, and the actual attendance at school any portion of the winter, falls short of the number enumerated, near 17,000. While the average attendance falls below the enumeration, near 25,000.

This irregularity of attendance is a serious hindrance, not only to the scholars practicing it, but to the whole school, and adds greatly to the perplexities and labors of the teacher. Besides, it amounts, as will be seen above, to a total absence from school of nearly one fifth of the whole attendance.

But serious as this evil is, the non-attendance of 17,000 children on the public schools out of an enumeration of near 67,000, is in itself frightful evidence of the want of general interest in these institutions. This non-attendance is made up of those who are placed in private schools, on account of alleged, or existing defects, or inconveniences connected with common schools, or of those who attend school no where.

As I purpose to submit a few remarks further on, in reference to private schools, I will confine myself here to the latter branch of the evil—the non-attendance of children on any school, public or private.

5. NON-ATTENDANCE AT SCHOOL.

The number of children between the ages of four and sixteen, not attending any school, public or private, is 4730 out of the districts which have made any returns on this most important point. This number, great as it is, is far below the actual number who were in no school during the past winter. In a majority of districts, no returns on this head are given. In several of them, to my knowledge, the public schools are in a defective state, and a large number of private schools supported—and where these two circumstances are found together, a third result may be safely inferred, that a large number of children will be in no school whatever. Judging then from official returns, from my own inquiries and the examinations made by school associations which have been communicated to me, I am satisfied that not less than 6000 children between the ages of four and sixteen were in no school whatever during the past winter, out of the 1218 districts returned—and probably not less than 8000 in the State. But to know how to deal with this alarming state of things, let us examine it in detail. These absentees are found, generally speaking, in every school society, but principally in our populous cities and manufacturing districts. *First, non-attendance at school in large towns and cities.*

Here it is that the inefficiency of our school system, as intended to embrace the children of the whole community is most manifest, and yet here the restraining influence of education is most needed. Good common schools, nay the best in the State, are to be found in our cities—the only ones which can be spoken of as in any degree approaching the standard which should be aimed at in every large district of Connecticut. But these schools are few in number, and are confined to particular districts—and owe their character and usefulness to that public interest, and wise and constant supervision of responsible committees, which can alone make good schools any where. I know not of a single city or town in the State which has a system of public schools at all

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adequate to its educational wants—not one which can dispense with the necessity of expensive private schools—not one which by creating a living public sentiment, a sort of moral police, in favor of education, includes the children of the rich and the poor in its embrace.

Take for example the official returns for Hartford, New-London, Middletown and Norwalk.

Number of persons between four and sixteen enumerated in 1838,	6845
Number in attendance of all ages and for any length of time,	3989
Average attendance, excluding 186 under four and over sixteen,	2803
Children in private schools,	2000
Children in no schools, private or public,	1114
Amount of School Fund dividend,	\$8,556 25
Avails of Town Deposit Fund and Local Funds, less than	\$4,000 00
Aggregate expense of private schools,	\$40,000 00

This table is a fair specimen of the condition of education in the populous districts and cities of the State. Other instances would only swell the aggregates, but not effect the proportions. It shows the fact that school money is drawn on nearly twice the number of children who attend public schools—that the attendance as shown by the general average is irregular—that owing to alleged or existing defects more than one eighth of all the children are sent to private schools at more than three times the expense of the public schools—and that nearly one sixth of all are in no school, public or private. And yet from the ranks of such, if they are allowed to grow up without the restraining influence of the moral code which education institutes, will come forth the idle, the vicious, the criminal, to plunder, tax, or wound society in its peace, property and happiness. But these evils will not be confined to the cities where they spring and are fostered. They are spread out over the whole State to carry woe, poverty, crime and expense to communities which may have made adequate provision for the education of all the children within their own limits. Hence the moral importance of our large towns and cities in the social and civil economy of the State cannot be over estimated. The evils resulting from imperfect systems of education here must be guarded against. The same principles of supervision, however well they may be found to work in the country, cannot be safely calculated on in the city. The same reliance cannot be placed on the obligation of parental duty in reference to the education of children. For the results show, that though the State provides the means of common school education with an unprecedented liberality,—still large numbers of ignorant, unfortunate, vicious, or negligent parents will be found in our cities, whose children will remind them rather of physical wants to be supplied, food, clothing, lodging—of all those things which concern the present in its lowest sense, than of the wants of the mind, of that moral and mental culture necessary to fit them for present usefulness and immortal destinies.

Hence the means provided must be sufficient to keep the school open the year round—the superintendence required every where, must here be more direct, constant and efficient—and the instruction communicated be such as to induce, not only from its cheapness but its quality, the large majority of parents to send their children to the public schools, and thus create a public opinion, active and interested, in favor of education.

The non-attendance upon any schools in our cities, is confined principally to these classes:

1st. The children of the reckless, the vicious and the intemperate, whose natures have become so debased that they are willing to abandon their offspring to the chance education of the streets, or the demoralizing training of their own criminal and vicious practices. With such cases, society ought, in self defence, to deal with parental severity. Better for parent and for child, better for society in all its present and future relations to such, to exert the power lodged in her collected will, to prevent what she will one day be called upon to punish. For there is a moral certainty, that such children, if allowed to grow up familiar only with sights and sounds of degrading and loathsome vice, and strangers to those motives which ought to stir and guide human activity, will only follow the footsteps of their parents to deeds of darker dye.

2d. The children of the poor, the ignorant and the negligent. These can be reached by a vigorous public sentiment in favor of education, and by the watchful superintendence of school committees. If district committees were but half as vigilant to see who was in school, as they are to get all on the enumeration list, the ranks of the absentees would soon be reduced.

In New-Haven there is a school for children of this class, supported by several benevolent ladies, which is one of the most useful charities of our State. It is most desirable to have such children brought into the public school, in order to give them self respect—but if circumstances will not allow of it, then the mode pursued in New-Haven should be adopted elsewhere. Such schools should be recognized as district schools, so as to receive the advantage of the public money.

3d. Apprentices and clerks. These compose a very numerous portion of what would be the senior class of our public schools—those who from the haste of parents or their own necessities, are hurried into the workshop or the counting room. Now if they have been properly educated, so as to love study for its own sake, have learned to read with a facility that is itself a pleasure, and above all, if they have attained the true end of education, which can be attained as well in a common school as in a college or an academy, the power to observe, to reflect, to compare, to judge, to adapt means to ends, then they can convert their trades and their employments into the instruments of their own self education.

To meet the wants of this large class of our cities, I deem it very important that evening schools should be established. I am aware that after the day's toil, such persons will bring with them but little of that freshness of mind and body so necessary to progress in study. But on the other hand, I have found that many of this class, whom the accidents of life, or the haste of parents have hurried into active business, will gladly avail themselves of any and every means of improvement. Such means should be furnished by the opening of evening schools and the establishment of school libraries. The advantages of such schools should be made available to all over twelve years of age.

4th. There is still another class who are among the absentees from schools—I refer to colored children.—There is no reluctance to include them in the enumeration return. Why then should not the district or society, or city authorities see to their education? Their

education would be cheaper to the community than their crimes and vices, which are the offspring of neglect and ignorance. While the blacks constitute but one twentieth of our population, they furnish about one sixth of all the crime of the State. It costs the State annually, to prosecute and convict the colored inmates of the prison alone, a sum sufficient to educate nearly all the colored children of the State between the ages of four and sixteen. Separate schools for this class of children exist in Hartford, and perhaps elsewhere. They should be opened in all our large cities. There is, I should think, power enough already in the school societies to do this. If not, for these and other purposes, cities should be clothed with the power of school societies.

Second, non-attendance at school in manufacturing districts.

Next to our cities, the largest number of children not in attendance on any school, public or private, is found in the districts in which are located factories and manufacturing establishments. The comparative cheapness of the labor of females, and of children, where it can be resorted to at all, has led to its extensive introduction into factories, to the exclusion as far as possible, of the more costly labor of men. From a statement in a report to the legislature of Massachusetts, a few years since, it appeared that more than 200,000 females are employed in the various manufacturing establishments of the United States. Most of this number are young—many are still of the proper school age. In this single fact, are involved considerations of the most weighty character, as to the influence of such establishments which have grown up all about us, and from the peculiar advantages of Connecticut, are likely to increase still further, upon the future destinies of the State and the country. One thing is clear, from the experience of the past, both at home and abroad, that about such establishments will always be gathered a large number of parents, who either from defective education in themselves, or from the pressure of immediate want, or from the selfishness which is fostered by finding profitable employ for their children, do not avail themselves of the means offered by the State, and not unfrequently increased by the liberality of the proprietors, to secure an education for their children. In addition to these influences, the self interest of proprietors is a temptation constantly operating to withdraw children of both sexes at too early an age from the school room, to the employment of the factories, which, if always healthful, are not the proper training ground for the moral and mental habits of the future men and women of the State.

The strong conviction that such would be the results of the negligence, the necessities, and cupidity of parents on one side, and the self interest of employers on the other, led to the passage of a law many years since, to secure the instruction of children employed in factories and other manufacturing establishments. By that act, the proprietors of such establishments are compelled to see that the children in their employ are taught to read, write, and cipher, and that due attention is paid to the preservation of their morals. And for neglect in these particulars, the County Court, on a proper presentation of the subject, and proof, are authorized to impose such fine or forfeiture as they may consider just and reasonable. To secure the observance of this act, the selectmen and civil authority of such towns as em-

brace manufacturing establishments, are constituted a board of visitors to ascertain annually, in the month of January, or some other time by them appointed, whether the requisitions of this act are duly observed, and if not, it is made their duty to report such neglect to the next County Court.

The amount of intellectual instruction thus secured, or aimed at to be secured by the law for every child, is small enough; and under proper teaching, can be communicated in a very short period. There may not be a child without this degree of instruction in any manufacturing establishment in the state. And yet I am not able to learn that, in a single town, the proper board of visitation established by the act above referred to, has been organized to ascertain the facts in the case. The returns show, that there are grounds for inquiry. And the interest of the children,—the honor and happiness of the State, are involved in a criminal negligence of the education of any who are so soon to become the fathers and the mothers, the jurors, witnesses, electors of the State. It will be but a poor glory for Connecticut, to be able to point to her populous and industrious manufacturing villages as the workshops of the Union, for so many articles of luxury, comfort, or necessity, if they are also to become blots upon her moral and intellectual character.

It is due to the proprietors of these establishments, to say, that as far as my own personal knowledge extends, they are anxious to afford every opportunity for the social, moral and intellectual improvement of those in their employ. Several of the most commodious school houses in the State are to be found in those villages. Evening schools have been opened, and school libraries given to the district. But much more remains to be done.

6. LENGTH OF WINTER SCHOOLS.

The law does not enforce the keeping of the schools for any prescribed period, or declare directly that it shall be kept open both in summer and winter. The language that the schools must be visited twice "during each season of schooling," would certainly imply that it was to be kept in summer and winter. Such, however, is not the understanding, or the practice. Several districts have been returned as having no school the past winter; and I know of many more, in which no school was kept during the summer. In many, the summer schools are not regarded as public; so far, at least, that it is not thought necessary to comply with the law in reference to visitation.

In the 1218 districts returned, the average length of the winter school is 18 weeks. Deducting that class of schools which are kept the year round, or 24 weeks for the winter, the average is less than 17 weeks. I have not the means of ascertaining the average length of the summer schools for 1838. But supposing it to be the same as in 1837, it will give an average of 8 months for the year.

If this is correct, it would seem that we have not made much advance in this particular, in these latter days of the republic. So early as in 1769, "each town of 70 families must maintain one good and sufficient school for at least 11 months in the year." And those of less for at least six months in the year. So late as 1827, when an examination was made into the condi-

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tion of our schools, it appeared, that the schools were kept on an average about 8 months of the year. Since 1827, the dividends from the School Fund have advanced from 72,449.75, to 104,060.00, and within the last two years, the several towns have realized at least \$22,000 more from the Deposit Fund, making the aggregate receipt of public funds \$53,000 more than it was in 1827, or nearly twice the amount on every child between 4 and 16. And yet the length of the school term has not been prolonged more than two weeks.

Before leaving this topic, I would mention that the winter schools commence at so late a period, that the best portion of the school season is lost. Out of the 1218 districts returned, 194 only, commenced in October, 646 in November, 339 in December. This is owing to the delay or neglect of the district committee to procure a teacher, and in consequence of this, too often one of inferior qualifications is forced upon a district.

7. TEACHERS.

The whole number of teachers employed in the 1218 districts returned, is 1292, of which 996 are males, and 296 females. The excess of teachers above the number of districts, is owing to the employment of assistants, principally female, in the same schools, or the division of the district into two departments, under teachers independent of each other. This is done in some districts under a special act of incorporation; in others, the practical advantage of the course has led to its adoption, without much inquiry into the legality of the practice. It is uniformly admitted in those districts where the practice has been adopted, that the schools are better off than they were before. And I can add, that in such districts are to be found the best schools of the State.

The proportion of male to female teachers would be reversed in the summer schools. The great ambition in many districts seems to be to have a "man's school" in the winter, and a "woman's school" in summer.

Most of the teachers employed the past winter, have not taught the same schools two successive seasons. Out of 1292 teachers returned, but 341 have taught the same school before. Omitting those who are engaged for the whole year, as permanent teachers, and the number is less than 240. And these were not engaged in the summer, but only for the winter. In this single fact is found an explanation of many of the acknowledged defects in our schools.

In the first place, nearly one month of the school is practically lost in the time consumed by the teacher in getting acquainted with the temper, wants, dispositions, and previous progress of his various pupils, with a view to their proper classification, and to the adaptation of his own peculiar modes of government and instruction. By the time the school is in good progress, the scholars begin to drop away, the school money is exhausted, and the school dismissed. After a vacation of unnecessary length, as far as the recreation and relief of the children are concerned, the summer school commences with reduced numbers, under a less vigilant supervision, with a poorly compensated teacher, to go through the same course as before—and so on from year to year. The loss of time consequent on the change of teachers, and the long intermission between the two seasons of schooling, not only retards the progress of the school,

but leads to the breaking up of regular habits of study, which will be felt in the whole future life.

In the second place, it leads to the perpetual and expensive change of school books, so much complained of, and so justly complained of, by parents. Every teacher has his favorite text books, and is naturally desirous of introducing them wherever he goes. And as there is no system adopted in relation to this subject in any society, he usually succeeds in introducing more or less of them into every school. The money now expended in the purchase of new books, caused by the change of teachers, would go far to continue the same teacher another month in the same school. Thus the district might practically gain, without any additional expense, two months schooling each year, by employing the same teacher year after year.

In the third place, this practice excludes from our common schools nearly all those who have decided to make teaching a profession, and drives them, almost as a matter of course, into private schools or academies. Out of the 1292 teachers employed, only 100 have been engaged in teaching for more than 10 years; and of this number a large proportion have only taught in the winter. But this evil is aggravated by the inadequate compensation which is given.

The average rate of wages for male teachers is \$15.48 per month, exclusive of board; for female teachers, \$8.33. This includes the very liberal salaries paid in some of our large cities and districts, for teachers permanently engaged. Leaving them out of the estimate, the average rate will be somewhat reduced.

It is time for every friend of improvement in our common schools to protest against the inadequate and disproportionate compensation paid to female teachers. I have no hesitation in saying, that in the schools which I have visited, the female teachers were as well qualified, as devoted to their duties, and really advanced their pupils as far as the same number of male teachers. Let but a more generous appreciation of the value of their services as teachers, especially in the primary departments, prevail—let the system be so far modified as to admit of their being employed more extensively than now, not only in the summer, but the winter schools, and, as far as possible, for the year round, and a new and happy impulse would not only be felt, in the more thorough intellectual training of youth, but in the improved manners and morals of society. As it is now, that class of females best qualified, by having enjoyed the advantages of superior and expensive schools, cannot be induced to enter the common schools as teachers, on account of the inadequate compensation, and the unnecessary difficulties and inconveniences connected with the employment. If the State would but furnish an opportunity for a numerous and most deserving class of young females, who are forced by their necessities into the corrupted atmosphere and unhealthy employments of our workshops and factories, to prepare themselves for teaching, and then remove the obstacles in the way of their being employed to the best advantage, an untold amount of female talent and usefulness, now in part wasted, or if employed even at better compensation, at least to a far less useful purpose, would be enlisted in the so much needed work of moulding the childhood and youth of this State and nation.

This is a field in which practical and immediate improvement can be made. Fitted by nature, education, and the circumstances of society with us, for teachers, our law should be framed, so as to encourage and admit of their more general and permanent employment. Schools of a higher grade than the common district school as it exists, should be established, as well for other purposes, but especially with a view of adapting the studies there to the better education of females than can now be given. This is one of the most serious deficiencies of common school instruction. It is not adapted to form and cultivate a sufficiently high standard of female character. This want can be supplied, and is in some measure supplied, to the daughters of the wealthy, by our many excellent, but expensive female seminaries. But these are practically closed to two thirds of the community. This is a topic so intimately connected with our future advance in all that constitutes the true civilization and refinement of a people, that I would gladly pursue it further. But I must leave it here.

To give the additional qualification, one or more seminaries, for female teachers, with model schools attached, should be provided, free, as far as tuition is concerned, and so located as to admit of their finding profitable employment for a small portion of the time to meet the incidental expenses of their residence there, without retarding their improvement.

Thus prepared with the requisite general information, and the specific training for the work, female teachers could enter our schools with far better chances of success than now. But to get the full benefit of their peculiar talents, they should be employed, where it is practicable, in the same school, so as to bring it under the combined influence of a male and female teacher; or, if this cannot be, in the appropriate work of unfolding the youthful intellect.

This arrangement, even if it were secured at an advance of one half of their present wages, would not only be a good in itself, but, by dispensing with the services of so large a number of male teachers, as is now required, would leave increased means to be applied to the compensation of a smaller number, for a longer term.

But whether these or similar considerations are acted on or not, a larger compensation must be given to teachers, and they must be engaged for a longer time, or all hope of improvement in our schools must be abandoned.

The best teachers in the state find this compensation, and the longer term of employment, now, in private schools and academics, and of course there their services are commanded. Like every other article, good teaching has its marketable value, and the public cannot expect to get first rate teaching at a second rate price. But this is not all. The present practice discourages persons of the proper character as to talents and virtue, from preparing themselves for this work. What inducement is it for a young man to become a teacher, if the average rate of wages does not exceed \$16 per month, exclusive of board? There is not any kind of active employment which yields so poor a return.

It is not surprising, under these discouraging circumstances, that so many teachers with insufficient qualifications are found in our schools, or that so few compared with the whole number employed, are devo-

ted to teaching as a profession. No wonder that so many who have the requisite talents and general intelligence, fail in meeting the just expectation of parents, because they have not made the human mind, with all its capabilities, and the best method of governing it and regulating its culture, a study, and acquired facility in the work from practice. No wonder that so many of them feel estranged from their business, on account of its unexpected perplexities, arising from their inexperience. No wonder that so few exhibit but little of that ambition to excel, and build up a reputation as a teacher, which is absolutely necessary to raise the character of the profession. No wonder that so many who have resorted to the occupation as a temporary employment for the winter, or for the purpose of providing the means for completing their professional, academic, or college studies, manifest quite as much interest in the progress of school hours, as bringing the season to a close, as in advancing their scholars in intellectual and moral attainments. No wonder that in some instances, at least, the school should present hardly a single feature of improvement at the close of the season, beyond what it exhibited at its opening. And who can measure the precious hours wasted, the bad intellectual habits acquired, even in the course of the past year, from the employment of teachers whom nature and study never intended for that holy work?

Such are some of the circumstances complained of more or less generally all over the State, and which I have found actually existing in not a few districts.

On the other hand, it is due to teachers to say that, as a class, their qualifications, viewed in reference to the union of talents and virtues essential to form a first rate teacher, and the more profitable and honorable, (so far as the estimation of the public is concerned,) fields open for such talents and virtues, are altogether in advance of the compensation they receive, or the provisions which are furnished for their preparation. Besides, their ability to do good in the school room is defeated, in a great measure, by the want of co-operation on the part of school officers and parents. They complain, and with justice, that no adequate steps are taken by either to make the school room healthy, commodious, and agreeable to the scholar—that no sufficient supply of suitable books is provided, and that not unfrequently an application for this purpose is met by uncivil answers—that the authority of the teacher is not properly sustained by the parent, but on the other hand, it is, in many instances, openly opposed, and not unfrequently its just exercise leads to the withdrawal of children—that the punctual and constant attendance of scholars during school hours is not secured, but is defeated by some paltry excuse or errand—and that besides all these grounds of complaint, parents do not visit the school room, and by their presence and soul-cheering sympathy, excite the zeal of their children, and animate and encourage the teacher in duties and trials, which are, under any circumstances, delicate, numerous, arduous, and constantly recurring.

I could name several teachers who commenced their labors with high hopes, and the loftiest purpose of deserving and attaining success, who broke down under the pressure of such manifold discouragements; and with their flagging zeal fled the spirit, and interest, and progress, of the scholars.

8. BRANCHES TAUGHT.

As stated before, the law prescribes no course of study for the district schools. In all the winter schools from which returns have been received, spelling, reading, arithmetic, and writing, are taught. In nearly all, some instruction is given in geography, history, and grammar. In a few of the larger districts, natural philosophy, book keeping, chemistry, algebra, and composition, are pursued by some of the most advanced pupils. There are still other branches, such as geometry, trigonometry, rhetoric, mental and moral philosophy, Latin, &c., attended to.

Several show a course of study almost as complete as a university. They have the advantage, in point of cheapness, that they require but one professor, at a salary not exceeding one hundred and fifty dollars a year.

From the silence of the law on this subject, in reference to the district schools, and its expressly declaring the object "of the schools of a higher order" to be, "to give instruction in English grammar, composition, geography, and the learned languages," and requiring of every pupil before he shall be admitted to such school, that he should "have passed through the ordinary course of instruction in the common schools," some districts have objected to the introduction of any thing but spelling, reading, writing, and arithmetic, into the school; and have denied to the school visitors, the right of requiring the teacher to pass an examination in any other. Without expressing any opinion on the validity of this construction, or the wisdom of employing a teacher with only so much knowledge as he is required to communicate, or in limiting the attainments in common school education to such narrow grounds, I am free to say, that the variety of studies introduced into by far the greatest number of schools, is a serious practical evil. Ranging, as the course too often does, from the first rudiments of language up to the higher branches of mathematics, it distracts the attention of the teacher, prevents proper classification, leads to a smattering acquaintance with many branches, and too frequently to a shameful neglect of the foundation of all sound education, correct spelling and reading. This last is an omission complained of by teachers in our academies and colleges, as existing in a large number of their pupils, whose primary instruction was received in the district schools.

On the other hand, scarcely one of the studies which have been enumerated as pursued in any school of the state, ought to be omitted in the course of common school education.

Book keeping, for instance, is an acquirement of so obvious utility that it should be taught to a much greater extent than it is now. Its acquisition requires but little time, and can be connected with the instruction in arithmetic and writing.

Composition, the expression of one's thoughts in clear and correct language, especially in its application to writing of familiar or business letters, ought not to be omitted.

Vocal music, as an instrument of discipline in the school—as a source of innocent recreation in the whole future life, and a part of family or public worship, is now taught in some of our schools, with great success; and the importance of its constituting a part of every

course of public instruction, is now generally conceded.

In looking at the books returned, you will notice some important omissions. There is not a single work which gives a sufficiently intelligent account of the principles of our free institutions, of the duties of public officers, and of the relation which every citizen sustains to the state. A good class book on this subject, particularly adapted to this State, is needed.

There is an entire omission as to what relates to physical education. The first principles of physiology properly taught, and familiarly illustrated, would be of immense service to society.

The whole field of moral education is almost abandoned. The Bible, or the New Testament is found in almost every school, and where used as a reading book, will necessarily carry along with its daily use much moral instruction. But the tendency of the present course of instruction is to give undue precedence to intellectual development, omitting, if not checking, the growth and expansion of the moral feelings. Much discretion, I am aware, must be used in this branch of education, and poorly qualified teachers frequently do more harm than good by their ill advised methods. Still, the indispensable necessity of the case requires that the science of morals should form an essential part of every child's instruction. No child should grow up to the responsibilities of active life, to the exercise of all his rights, and to the discharge of all his duties, as a citizen, and a member of society, a stranger to those motives which ought to guide and govern all human activity.

I have made these brief suggestions because I think the condition of education in our common schools demands it. The course of instruction there will be radically defective, unless it embraces the harmonious development of the whole nature of the child,—the physical, intellectual, and moral powers; and till it shall all end in a preparation for the real business of life,—not for any particular pursuit, but for any and every pursuit.

But if our schools are to remain as they are,—if the present system is to be rigidly adhered to,—if but one teacher of inadequate qualifications is to be employed, and at the cheapest rate, for pupils of every age, and of every degree of proficiency, then, instead of adding to this large circle pursued, it should be reduced, and the attention of the teacher confined to the primary branches. True, these branches would not be education, even in its limited sense, but they would become far more efficient instruments of education than now.

9. SCHOOL BOOKS.

No express provision is found in our school law in reference to school books. The regulation of this subject is generally considered as belonging to school visitors. I know not of a school society where any very decisive steps have been taken. Not one has returned a uniform set of class books as in use in all the schools under the supervision of the same committee. On the other hand, not only is there a great variety in the different schools of the same society, but not unfrequently a specimen at least of all these varieties is found in each school.

The returns on this point are not complete. They still show, however, that there are more than 200 different school books used in the several studies pursued; viz: 12 in Spelling, 60 in Reading, 34 in Arithmetic, 21 in

Geography, 14 in History, 10 in Grammar, 4 in Natural Philosophy, 40 in other branches.

An evil of such magnitude to scholars, teachers, and parents, deserves the serious consideration of the Board. I do not think it desirable, even if it were practicable, to establish a uniformity of class books throughout all the schools. The best books it is hoped have not yet been written in some branches. But the power to regulate this whole subject should be lodged somewhere, if it is not already vested in the hands of school visitors, and be exercised. As it is now, the introduction of a new book into a school seems to depend quite as much on the enterprise of the publisher, as the agency of parents, teachers, or school officers together.

In this connection I would remark that while there is too great a variety of school books, there is, not unfrequently, an inadequate supply of any kind, and our law does not provide an efficient remedy. Teachers are obliged in self-defence to purchase books for children, whose parents are unable or at least obstinately unwilling to do so, or else encounter all the perplexities and trouble which idle scholars are sure to cause. I have seen more disturbance in the school room spring from this source, than from all others together.

In a few towns, an annual appropriation is made to meet the wants of the poor in this respect, as well as in regard to the school tax. In others, the liberality in individuals has in part supplied the want. But it should not be left to the charity of individuals, or the uncertain appropriations of towns.

A simple and just remedy, if this subject is to be brought under proper regulation, would be to have no book, in future, introduced into the school room without the approbation of the proper committee. In case the scholar was unprovided with books, as soon as his proper classification is determined, let the teacher notify the parent that such books were needed; and in case the application was not heeded, that the district committee be directed to furnish the books, and then add the expense to the school tax of the parent, which, in case of inability on his part, will be abated and borne by the whole district or society.

It is manifest that all the provisions of the State will be mainly lost, if scholars do not resort to the school, or are not furnished with books. And it is gross injustice to require of those parents who are just able to pay their own school bills, and furnish their own children with books, to bear the whole expense of the school tax and school bill of those who are unable to pay, while the wealthy, by withdrawing their children altogether from the public schools, escape their share of expense.

In one or two societies, associations have been formed to procure the best books in use in the schools, in large quantities, with a view of furnishing them at cost to those who can afford to pay for them, and gratis to those who cannot. This might be practiced by the district committee to the great advantage of parents, after the class books have been decided on.

10. SCHOOL APPARATUS AND LIBRARIES.

Maps are found in some of the city districts, and in all, I believe, which are clothed with power of taxation for this as well as other purposes. I have noticed but two globes in all the schools which I have visited. Black-boards are not uncommon, but are but little re-

sorted to by the teacher. This would be the case with most of the school apparatus which is thought indispensable in some schools out of the State. Most teachers, with their present qualifications, would not understand their useful applications.

There are but six school libraries in the State. These with two exceptions, are the contributions of public spirited friends of schools. The testimony of teachers and committees in favor of their happy influence is uniform in the districts where they have been introduced. Who can estimate the healthful stimulus which would be communicated to the youthful mind of the State—the discoveries which genius would make of its own wondrous powers—the vicious habits reclaimed or guarded against—the light which would be thrown over the various pursuits of society—the blessings and advantages which would be carried to the fire-sides and the work-shops, the business and the bosoms of men, by the establishment of well selected libraries, adapted not only to the older children in school, but to adults of both sexes, and embracing works on agriculture, manufactures, and the various employments of life.

New York has made the same liberal provision on this subject, which has characterized her whole educational policy. Availing herself of the means placed at her disposal in her share of the Surplus Revenue, instead of frittering it away into inefficient fragments, she consecrated the whole to promote the diffusion of knowledge through the agency of all her institutions of learning. By coupling with the appropriation a condition, that a like amount should be raised by taxation, she guarded against its operating as an opiate on the watchfulness of those who receive it. Fifteen thousand dollars are thus appropriated annually to her colleges, and forty thousand to her Academies, and increased by the avails of her present School Fund, two hundred and seventy-five thousand dollars to her common schools.

But in addition to this, fifty-five thousand dollars are devoted annually for three years to the purchase of libraries for her district schools, together with an equal sum to be raised by taxation in each district. This aggregate of three hundred and thirty thousand dollars will purchase, at the present price of such books as are likely to be selected, between six and seven hundred thousand volumes—not to be collected in one or two cities, but scattered through ten thousand school districts, and thus visiting with their blessed influence and means of instruction, the fireside and the children of the poorest man in the State. This is indeed scattering the seeds of knowledge broadcast over society, and generations yet unborn will have occasion to bless the enlightened liberality of her legislature.

This wise policy, together with the fact of her making the first public provision for the education of common school teachers, places New York in the first rank of American States for her generous and persevering zeal in the great cause of popular education. She has had the sagacity to see where her true interest lies, and has pursued it with an utter absence of all party and sectarian differences, alike honorable and useful to herself. Instead of going to sleep over good deeds done, with a patriarchal self-complacence, she has gone on from year to year, adding vigor and completeness to her already liberal system of public instruction.

Massachusetts, too, has made provision for the estab-

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lishment of school libraries, and in one particular has improved on the action of New York. Through the agency of her Board of Education, care is taken that the works intended for their libraries shall be both good and cheap. To secure the first, men of the first talents, authors of established reputations, are enlisted to prepare books adapted to the wants and improvements of her whole population. No work will be included unless approved by each individual member of the Board. The library will consist of two series; the one adapted for the use of children, the other for a mature class of readers. The whole is to be published at the expense and risk of an enterprising firm in Boston, who agree to execute the works in a style, and to furnish them at a rate, to be approved by the Board.

Ohio and Pennsylvania have also made some provision in relation to this subject.

11. SCHOOL REGISTERS.

The practice of keeping a register of the names and days of attendance of each scholar, as the basis of the school tax to meet the expenses of the school over the receipts of the public money, is very general. In some schools the register has been extended so as to embrace the progress of each scholar, and the general condition of the schools. When thus kept, and laid occasionally before parents, instead of operating, as it may do, in the first case, and I have reason to believe has done, to keep children from school, the register has been found to be one of the most powerful instruments of discipline, in the school room, and an invaluable auxiliary in securing punctual and regular attendance.

In some schools, it is the custom of the teacher to enter a memorandum of all visits received from parents and school officers. This, to be sure, cannot consume much time. And if the practice was general in the State, I fear it would not tell a very flattering story of parental and official supervision and interest in the schools.

As connected with the distribution of school money, on the principle of *actual attendance*, instead of *enumeration merely*, a school register would be indispensable.

Faithfully kept, open at all times to the inspection of parent and visitors in the school, communicated weekly or monthly to parents and guardians, and the result for each scholar read at the close of the term, a register would be the original document for accurate, instead of conjectural school returns, a powerful and unobjectionable stimulus to the ambition of pupils, an important auxiliary to teachers in securing regular and punctual habits of attendance and study. In the Appendix, specimens of school registers will be found.

12. RULES AND REGULATIONS FOR SCHOOL SOCIETIES AND DISTRICTS.

I have endeavored to collect specimens of all standing rules and regulations adopted by societies or districts, or the several school committees, for their own government, and find there is very little system pursued. In several societies, where the clergyman is still looked upon as the natural guardian of education, the examiner of every teacher, and the frequent visitor of every school, there is a pretty uniform system pursued, perhaps a too strict adherence to the old order of things. At all events, there are rules traditional, and unwritten in many instances, by which the different school authorities are regulated in the discharge of their

duties. The Board could do a great practical service to our schools, by preparing a set of rules for the regulation of school officers; for instance, as to meetings and modes of doing business, of the several committees, the examination, qualification and duties of teachers, the admission of scholars, and the internal regulation of the schools, as to hours of instruction, intermission, registry, classes, the care of seats, desks, appendages, and play ground. Based, as they should be, on rules now in force, or on practices found to be most correct and useful, they would commend themselves to the several committees, for adoption in all or in part, with such modification as should suit the circumstances of each society and district. This course was pursued in Pennsylvania, by the late Superintendent, with the happiest results.

13. SCHOOL HOUSES.

The power of taxation, to build and repair school houses, is vested both in the school society and school district. In practice, however, it is confined to the latter. This may be, on the whole, the best arrangement, although it is thought by many, that some of the difficulties now experienced on this subject, the bitter feuds which have grown out of the location and the expense of school houses, the injurious multiplication of school districts, and the establishment of private schools which have followed from misunderstandings originating here, might have been avoided, if this power had been exercised by the society. However that may be, to have the power exercised efficiently where it is, and without involving districts and district committees in endless vexations and trouble, this part of the school law should be revised.

In the whole field of school improvement there is no more pressing need of immediate action than here. I am happy to say that there is evidence of increased and increasing activity on this subject all over the State. More school houses are now building, and greater preparations to build in the course of the present season are making, than for many years before. In nearly all, healthy, pleasant and retired locations have been selected—improved plans of construction, so as to admit of separate departments for the younger, and the older and more advanced children of the district under appropriate teachers adopted, and in most cases the proper ventilation of the rooms secured by an opening in the ceiling above, and the health, comfort, and progress of the scholar provided for in seats adapted to different ages and sizes, and in all cases with backs. These are some of the essential features of a good school house, and it is gratifying to see that efforts are now making to secure them in those which are building.

I present, with much hesitation, the result of my examinations as to several hundred school-houses in different parts of the State. I will say, generally, that the location of the school-house, instead of being retired, shaded, healthy, attractive, is in some cases decidedly unhealthy, exposed freely to sun and storm, and in nearly all, on one or more public streets, where the passing of objects, the noise and the dust, are a perpetual annoyance to teacher and scholar—that no play ground is afforded for the scholar except the highway—that the size is too small for even the *average* attendance of the scholars—that not one in a hundred has any other provision for a constant supply of that indispensable

element of health and life, pure air, except the rents and crevices which time and wanton mischief have made—that the seats and desks are not, in a majority of cases, adapted to children of different sizes and ages, but on the other hand are calculated to induce physical deformity, and ill health, and in not a few instances (I state this on the authority of physicians who were professionally acquainted with the cases,) have actually resulted in this—and that in the mode of warming rooms, sufficient regard is not had either to the comfort and health of the scholar, or to economy.

That I have not stated these deficiencies too strongly, I beg leave to refer you to the accompanying returns, respecting the condition of school houses in more than 800 districts in the State, and in more than forty particulars in each. These returns were made from actual inspection and measurement by teachers and others. An abstract of them in part will be found annexed, together with extracts from letters received from school officers on the subject. I might accumulate evidence of the necessity of improvement here for every district in the State. Without improvement in many particulars which concern the health, the manners and morals of those who attend school, it is in vain to expect that parents who put a proper estimate, not only on the intellectual, but the physical and moral culture of their children, will send to the district school. It is not to be wondered at that children acquire a distaste for study and a reluctance to attend school, so long as school houses are associated with hours of prolonged weariness and actual suffering from a scanty supply of pure air, and seats, and desks so arranged and constructed as to war against their physical organization. These things are not forgotten by parents in the construction of churches, nor have the public neglected to provide for a constant supply of pure air in the workshops and sleeping rooms of the State Prison at Wethersfield, or the County Gaol at Hartford.

So important have I regarded this subject—so easy and cheap the correction of many of the evils in old, and so easily avoided altogether in the building of new, school rooms, that I have called the attention of parents and school committees to it through public addresses and the Journal. By means of the latter, improved plans for school-houses have been disseminated widely through the State. These plans, and extracts from the testimony of professional men and experienced teachers relative to the defective construction of school-houses, will be found in the Appendix.

I do not know how the State could expend a small portion of public money to better purpose than by offering a premium for the best plans for school-houses, adapted to districts in city and country, and especially for the best mode of warming them. I am satisfied that in the single article of fuel, a saving could be effected in each district sufficient in a few years to build a new school-house.

14. COMMON SCHOOLS OF A HIGHER ORDER.

The law authorises any society, by a vote of two thirds of the inhabitants present, "to institute a school of a higher order for the common benefit of the society." Six societies have returned such schools as existing within their limits. I cannot speak with certainty of all them, but several of them, it seems to me, cannot come within the spirit, if they do the letter, of the

law. For though they may be declared to be for the "common benefit of the society," yet, practically, their advantages are confined to the children of the district in which they are located, and mainly to the children of such parents as are able or willing to tax themselves to nearly the same amount, as they would do in private schools. Now to have such schools "common," they must be made accessible to all classes, especially the comparatively indigent, both by being within a convenient distance, and by being made cheap. But more than this, to become indeed common, they must not only be cheap, so as to embrace the poor, but they must be made good, or else those who can afford to procure a better education will not patronize them. To make them good, more money than is realized from public funds must be raised, and if it is raised by a tax on the scholar, and no way is provided for meeting the expense of the poor; the doors of such schools are effectually closed to the latter. Such schools should be established, not for a town, or a school society, but for such contiguous districts as can afford to sustain them; and when established, the funds for their support should be so provided, as to make them free to children of the proper age and proficiency, be they rich or poor. This is the only way to equalize education—and the only way of equalizing society. There is a prejudice against this class of schools—and it is in part well founded—because as now managed they as effectually exclude the comparatively indigent classes, as private schools.

It is the want of this class of schools which has called into existence so many private schools on the one hand, and on the other led to the introduction of so many studies into the district school, to the manifest and mischievous neglect of the foundation branches of all knowledge.

I am therefore most clearly of the opinion that the law should provide for the establishment of this class of schools, on such principles and to such extent as shall bring the higher attainments of knowledge within reach of all. One or two such schools in a society would enable the district schools to accomplish all that they can be made to accomplish well, the thorough mastery of the essential rudiments of learning. They will operate as a constant and healthy stimulus upon those who attend the district school, especially if admission into them was in some measure regulated by proficiency in the primary branches. They will react most favorably upon the whole school system by giving a better education to that class of young persons, who, from the very circumstances of society with us, will constitute the main source of supply for teachers of the common schools. This class cannot afford to attend expensive schools or academies away from home, and unless they have the means within their reach, they will not acquire even the literary attainments necessary to constitute a good teacher,—and yet whether properly qualified or not, they will from necessity be looked to as teachers.

15. PRIVATE SCHOOLS.

There was a period in our history when nearly all the primary instruction of the community was derived from common schools. But these did not constitute the entire means of public instruction. Grammar Schools, and a few family and select schools of a higher order, where preparation could be made for college, existed in every large town, and until near the beginning of the

present century formed a part of our educational policy. It was the practical abandonment of this policy, the neglect on the part of the State to recognize a class of intermediate institutions between the district school and the college, and the attempt to make the district school furnish at once the entire primary instruction, and the higher and more practical education called for by the progress of society, that led to the establishment of many private or select schools, especially in our cities and populous districts. The present mode of supporting common schools, principally by public funds and by taxation on the scholar, has operated to encourage men of property to abandon them and patronize private schools. Judging from official returns, and inquiries instituted in four counties, there cannot be less than *ten thousand* children under 16 years, in private schools, at an aggregate expense of not less than two hundred thousand dollars for tuition alone—more than is now paid for teachers' wages in all the public schools of the State. This is at once the most alarming and convincing evidence of the low condition of the latter, as compared with the wants of society, and is at the same time a most serious obstacle to their improvement. All this expense would not be incurred without cause, and when once the pecuniary and parental interest of that class of the community who have a more intelligent and generous appreciation of the blessings of a good education is enlisted in private schools, the management and support of the common schools are abandoned to those whose heart is not in the work, and who are unwilling or unable to make the personal exertion necessary to promote their increasing prosperity.

Nay more, I have sometimes found an antagonist interest arrayed against every effort to improve the common schools, lest they should, by being made as good as rival schools of the same grade, draw back those who had left. I would not be understood to cast any censure upon those parents who patronize private schools. They act from the highest sense of duty to their children. But I fear they are not aware how serious an injury they inflict on the public schools, by practically pronouncing them unworthy of their attention, withdrawing a class of scholars whose loss is severely felt, and by commanding, at an advanced price, the services of the best teachers. The tendency of the whole, especially in our cities, is to degrade the common school, as the broad platform where the children of the rich and the poor could start in the career of knowledge and usefulness together, into a sort of charity school for the poor,—to make it common in its lowest sense, not in its original noble, republican meaning. To restore the common school to its true and beneficent position in our system, as the principal reliance of the whole community for a sound, practical English education—to draw into its support the means now so liberally expended in private schools—and above all, to enlist the intelligent and active co-operation of that class of parents who are now somewhat estranged from them in the work of improving school houses, selecting and examining teachers, visiting schools, enlightening and liberalizing public sentiment in relation to the whole subject of common school education; all this must be the work of time. It can be done. It must be done. But before it can be done, some evidence must be given on the part of the public, that with the avails of near three millions of permanent funds, and the command of

all the property of the rich besides, they are determined to secure as good schools for all the children of the State, as can now be had in a majority of the private schools. Unless this is done, parents who value a good education for their children, will cling to their expensive but better private schools. The policy of the State henceforth must be, if she would make common schools universal, or in any degree so, to make them *good*, as well as *cheap*.

Having thus presented the most important facts and considerations which occur to me in this minute and yet hurried review of the organization and workings of our system of common schools, I will state what I deem necessary to ensure its increasing prosperity and more extensive usefulness.

III. PRINCIPAL WANTS OF THE COMMON SCHOOL.

1. The first great want of our system of public schools, is a more decided, active, generous public sentiment enlisted in its support. That there is at this time a wide spread and paralyzing apathy over the public mind, in relation to the whole subject—a want of proper appreciation of the immense, the inconceivable importance of good common schools to our individual, social and national well-being, is manifest, from the alarming number of children of the teachable age who are in no schools whatever, the still larger number who are in expensive private schools, the irregular attendance of those who are enrolled as pupils in the public schools, the thinly attended school meetings, both of the society and the district, and the unwillingness, not only of the public generally, but of that large class who are foremost in promoting other benevolent, patriotic and religious enterprises, to make personal or pecuniary sacrifices to promote the increasing prosperity of common schools. The system will continue to move on in feeble and irregular action, so long as its various parts are not animated with a more vigorous principle of life. The late demonstration of increasing public interest, and the consequent activity imparted to the administration of the school system, show conclusively that the right beginning of this work of school improvement is in awakening, correcting, and elevating public sentiment in relation to it. To accomplish this, the measures recommended by the Board, the agency of the public press, the living voice, voluntary associations, seem to me as judicious and efficient, as can under present circumstances be devised. They have been found successful elsewhere. They have in some degree, it is hoped, been of service here. But all this is not enough. Public opinion will not long remain in advance of the law. Every advance, if it is of a general character, must be secured, and if proper steps are taken will very naturally be secured, by being embodied into the law.

2. A revision of our school law, with a few amendments, so as to remove obstacles in the way of improvement, seems to me indispensable. In consequence of these obstacles in the law itself, efforts to introduce a gradation of schools, to employ two or more teachers in the same district, to build more commodious school houses, have failed, at least for the present. An amendment of the law so as to authorize districts which are prepared for it, to introduce these and other improvements, and especially the city and populous districts, cannot be objected to, because no district

would be compelled to avail themselves of its provision.

To give greater efficacy to the examination of teachers, and indeed to the whole department of school superintendence, I would suggest the propriety of recommending to the Legislature, a modification of the section requiring the appointment of school visitors, so as to authorize the choice of a Board not to exceed one for a district, with power to delegate the execution of their rules and regulations to two persons who should receive a small compensation for their services. The duties are arduous, delicate, and necessary, and require both time and talent for their faithful discharge. The experience of some fifteen or twenty societies where the practice of appointing a smaller number and paying them has been adopted, is such as to satisfy me that the work will be better done all over the State, as soon as the practice is made general. The duties, too, of this class of officers should be made more specific, and a failure on their part should incur some penalty.

To secure the more general and punctual attendance of all the children enumerated, at the public schools, I think it very desirable to alter, in some respects, the present mode of sustaining them. The expense of the school, so far as those who are unable to bear it are concerned, should fall, not upon those who patronize the public school, but upon the property of the school society or town. The present mode makes it the interest of those who have property; to abandon the public school, for in so doing they avoid all the expense of supporting the schools beyond the avails of the public money. In addition to this, if the public money was distributed to the districts according to the actual attendance at the school, and not the enumeration, it would make it the *interest* of the district, and of every parent in it, to see that the attendance was general and punctual.

It was my intention to have incorporated such amendments and changes, as were suggested by irregularities and deficiencies found in the actual workings of the system, into a revised draft of the school law, so as to give unity and efficiency to its various parts. Not that I wished or expected that these modifications should be adopted now. My object was to call the attention of the Board and the Legislature to them, that by a comparison of views, and the test of experience, acceptable and efficient plans of improvement might be ultimately matured.

III. But after all, do what we may to enlist the general and generous interest of the public in promoting this cause—make the organization of our schools as perfect as wisdom and experience can devise, and we must still rely, under Providence, mainly on *one instrumentality*, that is, *good teachers*—well fitted for their work, and who will take a deep interest in it. How ineffectual will be the wisest system of common school instruction and management, school houses built on the best models, and with the most convenient internal arrangement, a uniform and adequate supply of books of the highest excellence, if teachers, who are to be the agents in carrying this machinery into operation, are not qualified for the task? On the contrary, defects in almost every other department could be in some measure supplied, if we but had good teachers. All admit that there is far from being a competent supply of such teachers. The deficiency is felt extensively, and a

remedy loudly called for. How shall the remedy be found and applied? Shall we let the evil cure itself? We have tried this course long enough, and the evil, instead of being diminished, rather increases. Shall we rely on an advance in wages? Unquestionably, if increased pecuniary inducements, equal to what is now presented to young men of character and talents in other pursuits, were offered them as teachers of schools, we should soon find numbers taking the necessary steps to fit themselves thoroughly for the occupation. The same would be true with regard to young women, whose compensation now, in most of our districts, is altogether too low to command the services of such as are needed. The immediate and principal tendency of such a step would be, however, to call forth a supply—not necessarily and in the same degree to improve the quality of teachers. But how is the advance of wages to be secured? It might be done, as was suggested before, by distributing one half of the public money to the several districts according to the average monthly rate of wages paid to teachers for six months in each;—or what would amount to the same thing in the end, except that it would be an inducement to raise money for other school purposes, by distributing it in proportion to the amount of money raised in the district, according to the numbers and taxable property in each, or by fixing a minimum price of monthly wages in every district. These measures would secure the advance of wages. But these measures cannot be adopted until a more generous appreciation of the inestimable services of good teachers prevails. So that this process resolves itself into the mere force of public sentiment, which must be slow at best, and is altogether uncertain. The public must *know*, must see the beneficial results of employing better qualified teachers, in the improved condition of the common schools, before they will offer them the increased compensation. When the results are seen and felt, the wages of such teachers will rise by the spontaneous and cheerful efforts of the people.

But how shall we secure these results? What movement can be made either by the Legislature or by individuals? A very simple one, involving but little expense and no risk; one that has already been tried and found efficacious. It is to have, at least, one Seminary for teachers. As there are some who still regard it as an experiment, it can be at first for the training of female teachers for the common schools. Such an institution, with a suitable Principal and Assistants, and especially a model school connected with it, in which theory could be carried into practice, and an example given of what a district school ought to be, would by actual results, give an impulse to the cause of popular education, and the procuring of good teachers, that could be given in no other way. The time of continuance at such an institution could be longer or shorter according to circumstances. Even a short continuance at it would often be of vast benefit. It would furnish an illustration of better methods of instruction and government than "the district school as it is" can give, which is the only model a large majority of our teachers are now familiar with. The expense to those attending need not be great, if such a seminary were moderately endowed from the public treasury, and the contributions of towns and public spirited individuals. To secure this most desirable co-operation, the State appropriation might be made on condition that an equal or greater amount be raised

from other sources. Once established, it would speedily draw to it numbers of our young women, to improve the qualifications they already possess for teaching, and give the experience and skill which are necessary. If wisely managed, it would give credentials to none but the best of teachers.

They would command good wages. Those employing them would expect to give such wages. For the object in applying to this source would be to get teachers of superior qualifications at an enhanced price. The supply would create a demand. The demand would in turn secure a greater supply of well educated teachers for the primary schools. Through them better methods of teaching, by which an increased amount of instruction, and that of a more practical character, would be disseminated through a large number of districts. The good done would thus not be confined to the comparatively few who should pursue the studies of the seminary, or acquire skill and experience in the model school. Each would carry out the same methods. Enterprising teachers, too, who had not enjoyed the same opportunity for improvement, would strive to excel those who had; and thus a wholesome spirit of emulation would be provoked among teachers.

One such seminary, with the model school annexed, or rather forming an essential part of the institution, where the best methods of school government, and all the numerous and complicated processes of teaching, developing, and guiding the human mind and cultivating the moral nature could be taught and illustrated, would be the safest and least expensive way of testing the practicability of introducing others, both for males and females, into every county of the State, as a part of our common school system.

Another mode of providing a supply of good teachers, is to avail ourselves of some of the most eligible and flourishing academies, and engraft upon them departments for the training of teachers. The experience of the past shows that we cannot rely upon academies simply, for an adequate supply of teachers; much less upon our colleges. Their province is distinct. Their business is to advance the pupil beyond the sphere of common school education, not to review and critically master the primary studies with a view of being better able to communicate them to others. They aim to prepare the student to act upon men, and with men, not to unfold and cultivate the immature natures of children. But these academies and higher institutions present some facilities for educating teachers which ought not to be lost sight of. Buildings, apparatus, and professors are already provided. To make them efficient, Professors of Education, specially devoted to the science and art of teaching, should be introduced, and the nearest district school should be improved and resorted to for practice and illustration of principles. But in the meantime let us try one seminary for female teachers on an economical plan. Let it be fairly contrasted with the other mode of operation. Let experience develop the peculiar excellencies and defects of both. Each may have its appropriate sphere of usefulness, and it may be wise to incorporate them both into our system of common schools, thus giving increased stability and efficiency to one of its most essential features. At any rate, I would urgently but

respectfully repeat, let something be done to provide an adequate supply of well qualified teachers for our common schools. Without them I have no expectation that there will be any material improvement in the *quality* and *amount* of education given in them. Without an improvement in these respects,—however cheap we may make them—however commodious and agreeable our school houses may be made—however judicious the selection of text books may be—however efficient and harmonious may be their administration,—our common schools will not present that broad platform of republican equality, as far as the privileges of a sound English education are concerned, which they are capable of doing, and which the realization of the theory of our institutions imperiously calls for.

Such are the convictions of my own mind after much reflection, and some knowledge of the school wants of the State. I have no doubt of the immediate and ultimate success of the mode pointed out, for improving the character of our common schools, and demonstrating their capabilities to meet the educational wants of a vast majority of the State. It is the only practical way of discontinuing private schools of the same grade as public schools, and of turning the professional talent, the vast pecuniary means, the active and intelligent parental interest now withdrawn from the latter, into their more legitimate channels. Nor do I stand alone in holding this opinion. I find myself in the company of some of the most enlightened educators of the age. Experience has tested their views and put the seal of practicability and success upon them. Prussia, principally through the instrumentality of teachers' seminaries or normal schools, has in less than a half century become the best educated country in the world. Austria, Bavaria, and Holland have resorted to these schools as the only effectual way of improving the quality of primary instruction. In France, where they were first introduced by Napoleon in the organization of the university, and confined by him to the education of professors for the higher departments of knowledge, more than forty have been established within the last eight years, and are now in successful operation, forming, as the Minister of Public Instruction observes, in each province, a focus of light, scattering its rays in all directions. The parochial schools of Scotland, so justly her pride, but which had sunk into neglect and decay because their improvement did not keep pace with the progress of society, are now starting into new life and usefulness beneath the vivifying influences of normal schools. In England, where voluntary associations have endeavored to supply the place of a system of National Education, model schools are established by such societies, and resorted to by those whom they employ, to be trained in the duties of their profession. In a late address of the working men of London to the working men of England on the subject of National Education, they call for the establishment of normal or teachers' schools, in different parts of the country, in order to rear up good school masters, and thereby improve the kind of education given at the schools open for the people at large. They would exclude every teacher who has not properly qualified himself at such seminaries, and brought with him a certificate to that effect.

New York was the first State of this Union to make

any legislative provision for the education of teachers for her common schools. The first act was passed in 1827, but accomplished little. In 1835, a "teachers' department" was engrafted upon eight academies located in the several senatorial districts into which the State is divided, and annual appropriations from the "Literature Fund" applied to their support and encouragement. In 1838, this appropriation was increased and more widely extended, so that eight new departments for the education of teachers will be organized. The success of even this inadequate provision, has been great. These departments have been resorted to by an increasing number of candidates, every year. The services of those instructed there have been sought for, and because they are regarded as more valuable, readily command a higher rate of compensation. The result has been that the standard of common school education has been raised wherever the influence of these departments has been felt.

In Massachusetts, a teachers' seminary was established at Andover in 1835, but had no connection with the State. In 1838, a friend of common schools placed ten thousand dollars at the disposal of the Secretary of the Board of Education, on condition that the State should appropriate the same amount; the whole sum to be disbursed under the direction of the Board, in qualifying teachers for common schools. The Legislature promptly accepted the donation by fulfilling the condition. By enlisting local co-operation, the Board of Education have been able to command still other means, and thus by combined public and individual liberality, three teachers' seminaries are about to go into operation. One of them is appropriated exclusively to the qualification of female teachers.

In Pennsylvania, where a common school system has been created almost within three years, the Superintendent has recommended, as indispensable to its success, the establishment of two seminaries for the education of teachers, under the name of Practical Institutes, to be located in the extremes of the State.

In Ohio, which is now in the enjoyment of a vigorous system of common schools, matured within two years, the Superintendent recommends the establishment at Columbus, of a central normal school.—I have not heard that any legislative action has followed in either of these great States. But such is the impulse under which this cause is advancing in both, that I have no doubt these recommendations will be speedily adopted. The vigor, and unanimity with which the improvement of schools is prosecuted there, is a sure omen of its speedy and glorious success.

In the light of these examples, with the encouragement of their success, and urged by every motive of duty, as well as of pride and honorable emulation with her sister republics, will Connecticut hesitate or delay to incorporate this principle of almost indefinite improvement into her common school system? Without it, I have no expectation of seeing the office of common school teacher respected, both for its own sake and for the character of those who exercise it. Without good teachers I see no way of improving the quality and increasing the amount of common school instruction. Good schools we shall have, as we have now, but they will be open only to the children of such parents as are able from the abundance of their means to support them, however expensive they may be, or

such, as without abundant means, are willing to deny themselves many pleasures and forego many comforts, rather than starve the intellect and impoverish the heart of their offspring. With good teachers, properly trained, and employed, under more favorable circumstances than now, and sustained by the respect and adequate compensation of the public, the common schools can be made, and that within a reasonable time, to give as sound moral and intellectual culture to all the children of the State, as can be had in the best private schools. I have thus passed in review the principal features of our school system as organized and administered, and suggested such changes and additions for immediate and ultimate adoption as seemed to me called for. I regret my inability to present them in a more condensed and elaborate form. More than two thirds of the time originally allotted to the preparation of this Report, has been taken up with the assistance of clerks in making out abstracts of school returns, so as to render them serviceable to the Board and the Legislature. To ascertain a single fact in the general average and abstracts required the examinations of more than twelve hundred separate documents.

In conclusion, let me solicit your indulgence, for all that has been done, and all that has been omitted. I am not conscious of having spared myself in any particular to accomplish the object of my appointment to the best of my ability. If less has been done than was anticipated, it will not be forgotten that the duties were novel, various, and delicate, and have been prosecuted under circumstances abundantly discouraging. If I have at any time expressed my strong conviction of existing defects and irregularities in the common schools, without sufficient qualification, I would not be understood to depreciate the vast amount of good they still effect, much less the rich blessings which for near two centuries they have extended to successive generations. I am not conscious of having uttered or done any thing except with the single view of advancing the interests of these schools, and making them the fit nurseries of vigorous, moral and intelligent men. Much less would I be understood to cast reproach upon any who, from proper motives, have performed the arduous and responsible duties of school officers and teachers. As my connection with the Board will cease with the expiration of the year, let me indulge the hope that its action will be sustained and carried forward by the Legislature, and that this cause of popular education, the great leading object of State policy, and the cause which holds every other good cause in its embrace, will be kept aloof from the disturbing influence of party or sect, and enlist the active, intelligent, patriotic zeal of every good citizen. May we all feel our obligations to God, to our country, and to posterity, to give such personal co-operation as we can, and at any rate to throw no unnecessary obstacles in the way of those who would prepare the rising generation in strength, morality and intellect, the best to enjoy their own existence and render the greatest amount of good to their country and to mankind.

HENRY BARNARD, 2d.

Secretary of the Board of Commissioners of Common Schools.
HARTFORD, May 7, 1839.

NAME OF
CITY

1st S. S.
Middle

South,

West
South
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North
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APPENDIX, NO. 1.

ABSTRACT OF RETURNS

MADE BY SCHOOL VISITERS RESPECTING THE DISTRICT SCHOOLS IN THE WINTER OF

1838-9.

HARTFORD COUNTY.

NAME OF SCHOOL SOCIETY AND DISTRICT.	No. over 4 and under 10 Aug. 1838.	No. in school.			Under 4.	Over 10.	No. over 16 and under 18 not at school.	No. weeks taught.	Teacher.		Exclusive of board.	Inclusive of board.	DIFFERENT AUTHORS USED IN THE SEVERAL STUDIES, REMARKS, &c.
		Male.	Female.	Average.					Male.	Female.			
1st S. S. HARTFORD. Middle,	1312	310	369	637	30	109	24	M p 2 as	66	66			Three kinds in Spelling; 7 in Reading; 5 in Arithmetic; 4 in Geography; 4 in Writing; 3 in Grammar; Writing; Classes in Algebra, Geometry, Chemistry, Book-keeping, Natural Philosophy, confined principally to Middle Dis.—A School Library in Middle Dis. of 481 vols.—another of 100 vols. in South;—Globes, Maps, &c. in Middle and South Dis. Nine visitors chosen, with power to designate 3 of their number to visit all the schools and receive \$2 per day for services. One half of "Town Dep. Fund" appropriated to Schools like School Fund money. A Local Fund of \$500 in Middle Dis. More than \$12,000 expended in private schools, exclusive of the higher order of schools.—Five persons are returned as attending annual school meetings. Of the 22 teachers employed, 2 only have taught anywhere over 5 years, and except those engaged in the Middle and South districts, but one has taught in the same school before.
South,	476	80	58	108	2	77	24	M	33	33			
West Middle,	123	9	13	20		6		M			26	00	
South West,	101	45	18	64	3	13	17	M			25	00	
North West,	54	26	28	43	1	3	18	M			16	00	
North,	32	14	12	25	1	2	16	M			10	00	
Gravel Hill,	28	15	13	25			17	F			6	00	
Arsenal,	87	41	38	52		4	17	M			15	00	
North Middle,	323	50	76	109	3	51	23	M	3 F	34	00		
2d. W. HARTFORD. North,	58	25	24	48	1	4	16				15	00	One in Spelling, 6 in Reading, 6 in Arithmetic, 9 in Geography; 1 in History; 2 in Grammar;—Nat. Philosophy, Book-keeping, Astronomy. Eight visitors appointed; two visit all the schools. "Deposit" money divided like School Fund;—a Society Fund of \$500. Of the eight teachers, but one has taught over 5 years anywhere, and but two have taught in the same school before. Ten persons attended school meeting.
North East,	37	17	11	29			14	M			15	00	
South,	53	32	18	36		4	16	M			22	50	
East,	28	12	11	22	1		2	12	M		15	00	
Middle,	61	25	20	45			4	16	M		17	00	
North West,	21	18	9	23		4	12	M			16	67	
South Middle,	26	15	16	30		1	16	M	F	6	67	12 67	
West.	34	23	13	30	1		14	F		10	00		
AVON. 1st District,	41	21	18	30			16	F		7	00		
2d "	22	9	10	17	2		16	F			5	00	
3d "	88	36	32	45			18			16	00		Two in Spelling; 2 in Reading; 8 in Arithmetic; 7 in Geography; 3 in History; 3 in Grammar; 9 in other branches. Six visitors chosen. One half "Deposit" money appropriated to schools, and divided like School Fund. Society have fund of \$1400. Of the 7 teachers, not one has taught anywhere over five years, and none the same school before.
4th "	36	18	19	28	3	2	16	M		14	00	22 00	
5th "	77	15	15	25	8		12	M		20	00		
6th "		32	25	40	2	2	20	M	F	8	00		
7th "	25	19	6	15	1		14			11	00	19 00	
BERLIN, 1st soc. North East,	59	29	26	47	2	6	12			20	00	27 00	Two in Spelling; 4 in Reading; 3 in Arithmetic; 5 in Geography; 1 in History; 1 in Grammar; 2 in Nat. Philosophy. Four visitors. One half of "Town Deposit Fund" appropriated to Schools, and deposited like School Fund. Society have fund of \$1443 17. Of the 3 teachers, the female has taught eight years, and neither of them the same school before. 25 persons attended school meeting.
South,	81	27	32	50	1	15	20	M	F	12	00	18 00	
North West,	50	20	27	36		2	14			14	00	20 00	
2d S. or N. BRITAIN, 1st District.	75	29	26	45	3		22	M			18	00	
2nd "	74	20	42	43	3		20	M		16	00	25 00	
3rd "	41	16	9	33	3		14	M	F	7	00	13 00	One in Spelling; 11 in Reading; 6 in Arithmetic; 4 in History; 1 in Grammar; 1 in Philosophy. Six school visitors. One half of Deposit Fund, and divided equally, according to enumeration. Society have Fund of \$4491 94. Of the eight teachers, none have taught anywhere over five years, and none in the same District. Twenty-five persons attended school meeting.
4th "	59	20	18	37			14			15	00		
5th "	59	27	25	40		5	12	M		20	00		
6th "	47		39	30	3		20	M	F	8	00		
7th "	33	10	12	17			13			13	00		
8th "	37	14	14	23			12	M	F	10	00		Two in Spelling; 13 in Reading; 13 in Arithmetic; 9 in Geography; 5 in History; 4 in Grammar; 2 in Nat. Philosophy. Six school visitors, and are paid \$25 per year for their services. One half of "Town Deposit Fund" appropriated to schools, and divided equally among the districts.—Society has a fund of \$2345 44. Twelve teachers employed; 2 of them have taught over 5 years somewhere; 3 of them in the same District before. Fifty persons attended school meeting.
BRISTOL. West Centre,	39	20	10	25	2		20	F		8	00	16 00	
Middle,	75	19	21	35			8			18	00	23 00	
South West,	70	39	29	40	2	1	16	M		20	00	30 00	
" East,	47	29	21	40	4	2	20	M		19	00	27 00	
Stafford,	51	22	18	25	1		18	M		22	00	31 00	
North,	30	11	16	20	2	1	12	M	F	6	00	13 00	
S. Chippen Hill,	34	23	10	27	1		16			12	50	20 50	
South,	39	13	20	25	1		20	M	F	8	00	16 00	
North East,	28	14	9	18	1	1	6	13		13	00	22 00	
Fall Mountain,	20	20	13	23	6		18	M		17	00	25 00	
N. Chippen Hill,	31	19	9	15		3	14	M		14	50	22 50	
North Middle,	21	9	13	18	2	1	16	M	F	7	00	15 00	

HARTFORD COUNTY.

NAME OF SCHOOL SOCIETY AND DISTRICT.										No. in school.		Teacher.		Wages per month.		DIFFERENT AUTHORS USED IN THE SEVERAL STUDIES, REMARKS, &c.										
Burlington, 1st.										No. over 4 and under 10 Aug. 1888.	Male.	Female.	Average.	Under 4.	Over 10.		No. over 4 and under 10 not at school.	No. of weeks taught.	Male.	Female.	Exclusive of board.	Inclusive of board.				
1st or Centre,										70	30	35	50				4	16	M					19 50	One in Spelling; 10 in Reading; 7 in Arithmetic; 4 in Geography; 3 in Grammar; 1 in Algebra. Three visitors chosen, and received 50 cents per day. One half of Town Deposit Fund appropriated to schools, and divided equally among schools. Society has a fund of \$1432. 8 teachers; one has taught before over 5 years, and but one in the same district before. One hundred persons attended school meeting.	
2d or South West,										40	22	12	20			5	7	16	M			13 00				
3d or North "										49	26	20	32			1								11 00		
4th or North East,										31	15	15	28			2	1	16	M							
5th or South,										29	12	8	18			1		16	F		7	00				
6th or West,										32	20	12	25			1		16	F		6	00				
7th or South East,										20	11	6	9			3		14	M		12	50				
8th or East Middle,										27	16	13	24			3		13	M		6	00				
BLOOMFIELD.																										
Farms or East,										47			50			2								10 00		
North "										18	18	10	22			12		14	M							
North Middle,										43	17	21	32					12	M					17 00		
North West,										41	22	24	37			7		16	M					17 00		
Centre or Hill,										61	24	16	37			2		15	M		15	50			13 00	Two in spelling; 14 in Reading; 4 in Arithmetic; 6 in Geography; 1 in History; 2 in Grammar; 3 in Nat. Philosophy; 1 in Chemistry. In this School Society there was a very interesting examination of all the schools, in the Church.
South West,										47	25	27	45			11		17	M					18 00		
South Middle,										41	22	13	30			3		17	M					17 00		
CANTON.																										
Centre,										79	35	27	52													
Suffrage or S. East,										72	30	20	30			2		5	16	M		16	00	24 00		
Do. W. or River,										25	10	12	20			2		5	20	M		16	00	24 00		
Collinsville, East,										40	24	24	29			2		5	16	F		4	00	10 00	One in Spelling; 16 in Reading; 3 in Arithmetic; 6 in Geography; 4 in History; 1 in Grammar; 5 in Nat. Philosophy; 1 in Algebra. Nine visitors. Half of Town Deposit Fund appropriated to Schools, and divided as School Fund. One hundred persons at school meeting. No returns from 4 small districts. Eight teachers; none over five years; one has taught in same school 4 seasons.	
Do. West,										47	27	25	40			3			16	M		20	00	28 00		
East Hill,										44	15	18	29					20								
North,										55	29	23	40			3		3	19	F		7	16	13 16		
West or West Hill,										39	15	24	35					4	16	M		19	00	27 00		
2d S. EAST WINDSOR.																										
1st District,										43	31	20	45			1			12	M		14	00	22 00		
2d "										43	25	8	28			4		3	20	M		16	00	23 00		
3d "										36	22	20	37			5			16	F		7	33			
4th "										31	16	8	20			2		2	16	F		12	93	18 65		
5th "										144	55	75	110					2	14	M					20 00	
6th "										19	13	8	20			3		6	18	M		20	00			
7th "										26	25	13	35			1			12	M		15	00	21 00	One in Spelling; 7 in Reading; 6 in Arithmetic; 8 in Geography; 3 in History; 1 in Grammar; 13 Teachers; 6 have taught before, on an average of ten years; 4 in the same schools. No school kept in No. 11. A difficulty occurred in No. 8.	
9th "										18	10	10	18			3			M		17	00	25 00			
10th "										54	24	22	45			1		1	16	M		13	00			
12th "										36	16	16	26			2		4	16	M		18	00	24 00		
13th "										20	10	11	20			1			12	M		15	00	21 00		
14th "										39	17	21	35			1		2	20	M		6	00	12 00		
WAPPING.																										
North West,										43	26	23	40			1			15	M		13	50	19 50		
South,										48	12	34	44			2			16	M		16	00	20 00	One in Spelling; 7 in Arithmetic; 5 in Geography; 2 in Grammar. A School Library of 30 vols. in District No. 1. Five visitors. Town Deposit Fund is all appropriated to schools, and divided like School Fund. Society has a Fund of \$800. Five teachers; 3 taught somewhere over five years; one an average of 10 years; one has taught 4 years in same school.	
South East,										43	28	21	42			1			16	M		18	00			
North,										28	12	12	20			1			16	M		16	00	24 00		
ENFIELD.																										
1st District,										87	45	39	67			4						8	00	13 68		
2d "										65	25	31	45			3			12	M		20	00			
3d "										62	27	28	44			1		1	15	M		20	00	28 00		
4th "										62	39	21	55			2		4	14	F		28	00	14 00		
5th "										38	23	12	35			2			16	M		20	00	20 00		
6th "										30	14	15	14			3		2	2M		17	50	20 00			
7th "										38	24	15	33			1			14		12	50				
8th "										48	24	25	40			4			16		10	00	14 00	One in Spelling; 12 in Reading; 6 in Arithmetic; 9 in Geography; 2 in History; 1 in Grammar; 2 in Philosophy; Chemistry; Astropomy; Algebra. Nine visitors.		
9th "										16	8	7	12			1			16	M		24	00			
10th "										22	10	8	18			1			14	M						
11th "										16	12	8	19			3			15	M		11	00	h. given		
12th "										33	23	17	30			2			12	M		14	00			
13th, Thompsonville,										205	88	82	141			7		3	M		18	00	24 00			
FARMINGTON.																										
North,										71	23	15	28						20	1M		40	00			
Middle or Centre,										90	42	40	67			1		7	24	M		17	00	28 00		
South,										63	28	25	38			2			20	M		21	00	30 00	Three in Spelling; 13 in Reading; 10 in Arithmetic; 9 in Geography; 4 in History; 2 in Grammar; 2 in Nat. Philosophy; Chemistry; Botany; Rhetoric. Thirteen teachers employed; 7 of whom have been engaged in teaching over 5 years; 5 have taught before in the same districts. Nine school visitors chosen; 2 appointed to visit all the schools and receive \$1 per day for services. Town Deposit Fund is all appropriated to schools, and divided	
Union,										59	29	22	47			3			21	M		18	00			
East Farms,										31	17	10	24			1			20	M		12	00	19 33		
North East,										27	12	14	24			3		5	16	M		10	00	16 00		
West,										48	22	27	40			3		1	20	M		16	00			

HARTFORD COUNTY.

179

NAME OF SCHOOL SOCIETY and DISTRICT:	No. over 4 and under 16 and under 16 Aug. 1898.		No. in School.				No. over 4 and under 16 not at school.		No. of weeks taught.		Teacher.		Wages per month	
	Male.	Female.	Average.	Under 4.	Over 16.			Male.	Female.	Exclusive of board.	Inclusive of board.			
Scott's Swamp,	50	25	16	27	1	4	5	16	M		20 00	27 80		
Great Plain	45	23	20	38	1	4		20	M		18 00	20 00		
White Oak,	22	11	12	20				20		F	8 00			
Waterville,	22	8	14	20	3			20		F	7 00			
1st S. GLASTENBURY.														
1st District,	50	23	20	40		2	4	16	M		20 00			
2d "	74	37	28	50				22	M		18 00	26 00		
3d "	84	35	33	56				20	M		17 00			
4th "	41	28	19	42	1	3		20	M		12 00			
5th "	84	26	28	50	1		30	23	M		19 00			
6th "	60	28	22	40	2	5		20	M		14 00			
7th "	36	26	19	40		10	1	17	M		14 75			
8th "	41	19	13	25		1	4	17	M		12 00			
9th "	50	21	16	35	1			17	M		19 00			
10th "	84	31	38	38	2	1	15	22	M			24 00		
11th "	39	18	16	28	3		4	17	M		12 00	20 00		
2d S. GLASTENBURY.														
1st District,	40	20	15	28		3		16	M		13 00	21 00		
2d "	57	25	26	45	1	6		16	M		18 00	26 00		
3d "	50	29	26	40		7	2	20	M		16 50	24 50		
4th "	31	20	10	23	1	3	3	17	M		10 50	18 50		
5th "	47	25	22	38		2		16	M		17 50	24 50		
6th "	32	20	14	30			3	16	M		11 00	19 00		
7th "	30	24	22	34		5		20	M		17 00	25 00		
8th "														
2d S. Soc. GRANBY.														
1st District,	74	33	20	43		3	4	17	M			20 00		
2d "	41	20	15	29		1	3	17	M			20 00		
3d "	54	20	18	26		1	9	17	M		16 00			
4th "	26	16	7	20			3	13	M		10 50			
5th "	19	8	9	17			1	12		F	8 00			
6th "	55	33	6	15		2	10	17	M		12 50			
SIMSBURY.														
Wetauge, West,	66	52	31	68	1	14	1		M	F	31 00	45 00		
" East,	34	17	8	24		3	1	20		F	6 00			
Scotland, North,	35	16	19	27		2		18	M		14 00			
Tariffville,	100	51	43	66		1	11	20	M			24 00		
Case's Farms,	44	36	23	45	1	7		16	M	F	27 00			
Terry Plain,	18	8	8	14		4		20		F	5 00	11 00		
Union,	38	19	13	30		2		12	M		14 00	22 00		
New District,	22	6	9	12	1			18		F	4 00			
Scotland, South,	23	8	6	12			9	16		F	6 00			
Hop Meadow,	56	12	5	14					M		10 00	18 00		
Westover Plain,	38	34	16	47		9		31	M	F	25 67			
Bushy Hill,	32	16	11	24			2	12		F	6 00	12 00		
Meadow Plain,	2													
SOUTHINGTON.														
1st District,	87	35	30	58				24	M		18 00	26 00		
2d "	53	21	17	39		2	4	18	M		14 00	20 00		
3d "	52	30	30	50	2	6	2	19	M		18 00			
4th "	95	50	30	60	4	3	6	20		F	10 00	16 00		
5th "	53	35	22	40		3	1	20	M		18 00			
6th "	44	19	16	30	1		5	20	M		17 00			
7th "	41	20	16	30	1	3	2	16	M		14 00	22 00		
8th "	40	21	13	28			8	19	M		15 00			
9th "	21	9	7	13			1	16		F	5 33			
2d S. WETHERSFIELD.														
North,	43	19	17	29	1	1	6	16	M		13 00	21 00		
Middle,	44	13	21	30	1	1	32	18		F		12 00		
South,	51	28	22	44	3	3	6	14	M			24 00		
South East,	30	17	14	25	3	2		16	M		12 00	20 00		
3d S. ROCKY HILL.														
North,	45	23	17	30	2		2	20	M		15 00	23 00		
Middle,	112	54	41	70	6	1	27	24	M		17 00	25 00		
South,	80	38	27	45	1	4	15	16	M		16 00	24 00		

DIFFERENT AUTHORS USED IN THE SEVERAL STUDIES, REMARKS, &c.

like School Fund money. Society has a fund yielding near \$600 a year. "Very few" attended school meeting.

Two in spelling; 10 in Reading; 8 in Arithmetic; 7 in Geography; 2 in History; 5 in Grammar; 2 in Nat. Philosophy. 12 teachers employed; but one has taught in same district before; 2 have followed teaching over 5 years. Nine visitors.—Town Deposit Fund is all appropriated to schools, and divided like avails of School Fund. Ten persons attended school meeting.

One in Spelling; 7 in Reading; 8 in Arithmetic; 3 in Geography; 2 in Grammar; 2 in Nat. Philosophy. Eight teachers; 2 have taught over five seasons; but one in same school before. Town Deposit, see above. Society has a fund or income of \$132. Twenty-five attended school meeting.

One in Spelling; 11 in Reading; 4 in Arithmetic; 5 in Geography; 2 in History; 1 in Grammar; 2 in Nat. Philosophy; Astronomy; Chemistry.—Six teachers; 1 has taught over 12 years; 2 have taught in same district before, and each for four seasons. Nine school visitors. Town Deposit Fund all appropriated to schools, and divided like School Fund. Five persons present at school meeting.

Four in Spelling; 13 in Reading; 4 in Arithmetic; 9 in Geography; 4 in History; 2 in Nat. Philosophy; Astronomy; Mental Philosophy. Fifteen teachers; 5 have taught somewhere over 5 years; 6 in the same school before. A School Library of 78 vols in Tariffville District. Nine visitors. All of T. D. Fund appropriated to schools and divided like School Fund. Society has a Fund of \$500.

Two in Spelling; 5 in Reading; 8 in Arithmetic; 3 in Geography; 2 in History; 2 in Grammar; 2 in Nat. Philosophy; Composition; Declamation; Singing; Watts on the Mind. Nine teachers; 1 has taught over 5 years; 5 in same school before. Three visitors appointed, and paid \$1 per day out of local school Fund. All of T. D. F. appropriated to schools and divided like School Fund. Society has a Fund of \$688 and income of \$41 28.

One in Spelling; 5 in Reading; 6 in Arithmetic; 6 in Geography; 2 in History; 2 in Grammar; 3 in Nat. Philosophy; Algebra; Mental Philosophy; Latin, in High School. Four teachers; 3 have taught over five years; but one in same school before. Eight school visitors. Three-fourths of Town Deposit Fund appropriated to schools. Society has a Fund of \$433; income, \$26. Eight persons present at Society meeting.

Two in Spelling; 9 in Reading; 7 in Arithmetic; 4 in Geography; 2 in History; 1 in Grammar; 2 in Nat. Philosophy; Watts on the Mind

NAME OF SCHOOL SOCIETY AND DISTRICT.	No. in school.				Teacher.	Wages per month.	
	No. over 16 and under 18 Aug. 1888.	Male.	Female.	Average.		Exclusive of board.	Inclusive of board.
Western, High School, 2d S. Soc. WINDSOR.	70	35	28	60	7	14	20
Middle, North Middle, North, South,	22	17	30	30	16	M	M
	81	29	35	52	4	32	M
	52	24	22	36	3	5	16
	39	17	18	28	2	4	20
	50	25	12	30	3	1	16

TOLLAND COUNTY.

TOLLAND S. Soc.	9	55	65	6	7	19	M	F	18	50	7	60
1st District,	46	32	22	35	5	2	14	M	15	21		
2d " "	23	23	13	28	3	4	13	M	12			
4th " "	32	17	15	25	4		17	M	15			
5th " "	12	22	25	40	3		17	M		15		
6th " "	45	28	18	35	5	2	15	M	15			
7th and 9th,	4	29	21	45	6		13	M	19			
8th " "	4	20	19	29	4	3	17	M	16	22		
10th " "	35	30	11	32	4		13	M		18		
11th " "	43	23	20	3	2		15	M	16	24		
12th " "	40	19	24	35	11	4	13	M	16			
13th " "												
COVENTRY, 1st S. Soc.												
North,	47	27	15	3	1	3	17	M	16			
South,	44	25	16	32	5	5	17	M	15			
East,	61	22	21	38	4	2	1	M	14	50	22	
South East,	42	21	23	3	6	1	17	M	10	20		
Centre,	54	21	27	38	1	3	4	19	M	17		
West,	33	15	8	22	1	2	16	F	8	14		
COVENTRY, 2d S. Soc.												
East,	60	27	21	38	1	5	8	M		15		
North East,	35	22	15	30	2	5	3	17	M	14	75	16
North,	47	18	17	31	3		4	15	M	12		
West,	29	13	20	2	6		17	M		13		
South,	36	19	11	24	3		12		10	12	50	
HEBRON, 1st S. Soc.												
1st District,	67	33	34	47	10	3	25	M		20		
2d " "	27	17	9	23	2		16	M		12	50	
3d " "	20	15	17	16	4		17	M	10			
4th " "	4	27	20	38	6	4	16	M	18			
5th " "	3	10	12	20		3	17	M		15		
6th " "	3	18	1	2	2	4	5	M		12		
7th " "	31	12	1	18	1	2	17	F	9	15		
GILEAD S. Soc.												
South or Middle,	68	38	20	51	1	2	3	17	M		18	
East,	50	19	21	38	2	4	1	17	M	14		
North,	16	3	2	3	1		7	8	M	9		
West,	30	16	18	39	2	1	4	20	F	8	12	
ANDOVER S. Soc.												
North West,	4	22	18	32	4		16	M	20			
North East,	36	20	21	32	1	5	3	16	M		12	
South East,	39	16	18	23	1	1		17	M		13	50
South West,	30	12	14	18	1	3	3	16	M	9	15	
MANSFIELD, 1st S. S.												
1st District,	48	22	10	22	2	2		17	M	16		
2d " "	46	20	16	30	1		18	2M		14		
3d " "	17	11	12		4		21		F	10		
4th " "	28	1	12	29	1		17	M	11	18	50	
6th " "	34	13	20	25	1	1	4	12	M		15	
7th " "	23	12	14	24	2		17	M	16			
8th, " "	25	18	7	24			17		F	7	13	50
9th, " "	31	23	20	35	2	7		15	M	13	50	
10th " "	24	17	23	30	8	1	19	M	9	11		

DIFFERENT AUTHORS USED IN THE SEVERAL STUDIES, REMARKS, &c.

Four teachers; none have taught over five years; 2 in same school before. Nine visitors. Society has a Fund of \$425; income, \$25. Twenty attended School meeting.

One in Spelling; 7 in Reading; 3 in Arithmetic; 6 in Geography; 1 in History; 2 in Nat. Philosophy. Five teachers; none have taught over five years; but one in same school before. Four visitors. T. D. F. is all appropriated to schools as School Fund. Society has a fund of \$449; income \$26 94,

One in Spelling; 11 in Reading; 4 in Arithmetic; 5 in Geography; 2 in History; 2 in Grammar; 4 in Nat. Philosophy; Algebra. Twelve teachers; 7 have taught over five years; 4 have taught one season before in same school. Nine school visitors. One half of T. D. Fund to school like School Fund. Society have Fund of \$541;—income \$32 46. One hundred persons attended school meeting. The school in District No. 6, includes scholars from a district in Willington.

One in Spelling; 10 in Reading; 4 in Arithmetic; 5 in Geography; 2 in History; 3 in Grammar; 3 in Nat. Philosophy; Surveying; Algebra; Chemistry and Mental Philosophy. Six teachers; 2 have taught over five years; but one in the same school before. Six visitors. All of T. D. Fund appropriated to schools, like School Fund. Society has a fund of \$333; income \$30 24. Fifteen present a School meeting.

One in Spelling; 5 in Reading; 4 in Arithmetic; 4 in Geography; 2 in History; 3 in Grammar; 2 in Nat. Philosophy; 5 teachers; one has taught over 5 years; none in the same school before. Five visitors appointed. One half of T. D. Fund to schools as School Fund. Society has a fund of \$396 46; income, \$23 78.

One in Spelling; 7 in Reading; 6 in Arithmetic; 4 in Geography; 3 in History; 3 in Grammar; Rhetoric; Chemistry; Nat. Philosophy;—Mental Philosophy. Seven teachers; 4 have taught over 5 years; 2 in same school before. Nine visitors. All of T. D. Fund appropriated to schools, equally to each district. Society has a fund of \$700. Ten persons present at Society meeting.

One in Spelling; 4 in Reading; 4 in Arithmetic; 4 in Geography; 2 in Grammar. Five visitors. All of T. D. Fund appropriated equally among districts. Society Fund of \$167 67; income, \$10.

One in Spelling; 6 in Reading; 5 in Arithmetic; 4 in Geography; 2 in History; 2 in Grammar; Chemistry; Book-keeping; Mental and Nat. Philosophy. Four teachers; all have taught over 5 seasons; 3 have taught before in same school.—Five visitors. The Society has a Fund of \$141 17; income, \$8 47. This Society is made up from Hebron, Coventry, Bolton and Columbia.

Two in Spelling; 10 in Reading; 8 in Arithmetic; 7 in Geography; 9 in History; Natural Philosophy; Natural History. Nine visitors.—Half of T. D. Fund appropriated to schools, and divided equally among districts. Society has a fund of \$700; income, \$42. Ten teachers; 4 have taught over five years; 2 in same school before.

TOLLAND COUNTY.

181

NAME OF SCHOOL SOCIETY and DISTRICT.	No. over 16 and under 18 Aug. 1898.		No. in school.					No. over 16 and under 18 not at school.		No of weeks taught.	Teacher.		Wages per month.	
	Male.	Female.	Average.	Under 4.	Over 10.	Male.	Female.	Male.	Female.		Exclusive of board.	Inclusive of board.		
MANSFIELD, 2d S. S.														
1st District,	31	21	8	19	1	5		17	M			\$	cts.	\$10
2d "	48	23	27	40	2	5		16	M			16		
3d "	30	16	11	25		5		17	M			14	50	
4th "	44	27	22	45	1	4		17	M			18		20
5th "	59	30	32	50	1	9		17	M					16
6th "	69	35	21	45		4		15	M			16		
7th "	37	26	15	30		11		17	M			13	50	
Eagle Factory,	37	22	14	28	3	2		17			F	6		
STAFFORD, 1st S. S.														
1st District,	70	30	20	50		5		19	M			20		
2d "	69	44	37	60	1	6	2	17	M			16		24
3d "	29	23	18	36		8		12	M					16
4th "	21	10	8	14		1	3	12	M			10		
5th "	56	24	24	48		8	4	17	M			16	25	
6th "	34	19	16	25	1	6		13	M			14		
7th "	28	16	11	23		3		12			F	7		
8th "	34	19	16	35		4		18	M			12	50	
9th "	19	11	12	21		5		11	M			15	50	
12th "	32	24	11	25		4		13	M			13		
STAFFORD, 2d S. Soc.														
1st District,	36	18	20	29	2	8	1		M			11	50	
2d "	62	39	30	55	2	5		12	M			20		
3d "	37	13	23	33		6	2	13	M			14		
4th "	33	18	10	25		2		11	M			16		
5th "	37	18	18	30	3	3		16	M			14		22
6th "	28	12	17	24		4		12	M			10		14
7th "	18	8	7	12	1		3	12	M			10		
UNION S. Soc.														
1st District,	45	32	28	45		6		14	M			14		
2d "	39	24	20	34	1	6	1	13	M					16
3d "	24	16	13	24		4		11	M			14	50	
5th "	14	8	11	18		4		13	M			10		
6th "	29	20	13	28	1	3		13	M			12		
VERNON S. Soc.														
Centre,	63	31	35	58	1	8		18	M		F	20	50	36
South,	16	12	9	17	1	1		16			F	7		
South West,	91	25	20	55				14	M		F			20
North West,	21	12	11	20	1	1		12	M			13		
North,	47	24	23	38		4	1	16	M			16	50	24 50
North East,	46	32	20	43	1	4	1	16	M			17		25
South East,	26	13	9	18				12	M					20
Rock,	39	23	18	33	2	1	7	16	M			16		
WILLINGTON, S. S.														
1st District,	62	34	23	48	3	3	2	14	M					20
2d "	46	31	20	43	3	3		11	M			16		
3d "	33	14	16	24	1	5	6	13	M			13		
4th "	32	14	19	26		1		13	M			17		23
5th "	23	16	10	22		3		13	M			14		
6th "	50	27	12	32	1	3	2	13	M			15		
7th "	53	34	36	58		14		15	M			16		
8th "	41	30	22	34		12	4	17	M			13		21
9th "	25	15	15	27	1	1		13	M			11		

DIFFERENT AUTHORS USED IN THE SEVERAL STUDIES, REMARKS, &c.

One in Spelling; 6 in Reading; 5 in Arithmetic; 5 in Geography; 2 in Grammar; Nat. Philosophy. Eight teachers; 3 have taught over 5 seasons; 2 in same school before. Nine visitors. A School Library of 50 vols. in 2d District. Half of T. D. F. to Schools; School Society has a Fund of \$40.

One in Spelling; 8 in Reading; 7 in Arithmetic; 3 in Geography; 2 in Grammar; 1 in Natural Philosophy. 11 Teachers; 4 have taught over five years, and none in same school before. Nine visitors. Two paid \$1.00 per day to visit all the schools. All of T. D. F. appropriated to schools and divided like School Fund. Society has a fund of \$646.—Twenty attended school meeting.

One in Spelling; 9 in Reading; 6 in Arithmetic; 4 in Geography; 1 in History; 2 in Grammar; Nat. Philosophy. Seven teachers; 3 have taught over 5 years; 2 have taught in same school.

One in Spelling; 8 in Reading; 7 in Arithmetic; 3 in Geography; 3 in Grammar; Nat. Philosophy; Latin. Five teachers; 2 have taught over 5 seasons; 2 in same school before. Three visitors appointed, and paid \$5 each. All of T. D. Fund divided equally among districts.

One in Spelling; 10 in Reading; 5 in Arithmetic; 7 in Geography; 3 in History; 4 in Grammar; 3 in Nat. Philosophy; Astronomy. Ten teachers; 2 have taught over 5 years; 3 have taught same school before. Seven visitors. All of T. D. Fund appropriated to schools like school fund. Sixty attended school meeting.

Two in Spelling; 10 in Reading; 5 in Arithmetic; 4 in Geography; 4 in Grammar. Nine teachers; 4 have taught over five years; 4 in the same schools. Three visitors, and paid 75 cents per day. Half of T. D. F. to schools, and divided like School Fund. Fifty attended school meeting.

NOTE. Thus far an abstract of the School Returns for each district, as far as received, has been printed. For the remaining counties a sufficient number will be given to present the condition of the common schools throughout the State. In a few instances a portion of the districts in a society will be selected, as presenting the most interesting class of facts.

Although these tables and abstracts have been made up with much care, it is not presumed that they are in every instance accurate. Some allowance too must be made for typographical errors.

NAME OF SCHOOL SOCIETY and DISTRICT.	No. over 4 and under 16 Aug. 1882.	No. in school.			Teacher.		Wages per month		DIFFERENT AUTHORS USED IN THE SEVERAL STUDIES, REMARKS, &c.					
		Male.	Female.	Average.	Under 4.	Over 16.	No. over 4 and under 16 not at school.	No. of weeks taught.		Male.	Female.	Exclusive of board.	Inclusive of board.	
BROOKLYN S. Soc.														
South Centre,	40	19	27	40	1	6	1	22	M		\$10			
North Centre,	67	36	24	40	2	2		22	M		17			
2d District,	35	25	13	30	2	10		17	M		15			
3d "	34	16	21	37	2	4	1	19	M		15			
4th "	29	16	14	20	2	2	1	17	M		14			
5th "	15	16	4	17		3	1	17	M		16			
6th "	30	19	8	23		4	7	15	M		11			
7th "	15	12	5	7		9	2	17	M		14			
8th "	25	13	10	18		2		15	M		12	50		
9th "	51	24	19	26				17	M		14			
ASHFORD 2d S. Soc.														
1st District,	28	31	11	25	1	7		13	M			17		
2d "	49	28	22	45		5		15	M			17		
3d "	37	23	21	35		4		13	M			15		
4th "	37	18	14	25		2		15	M		13			
CANTERBURY, 1st S.														
1st District,	26	15	17	24	2	5		16		F		9		
2d "	56	28	20	40	3	4	14	17	M		20			
3d "	41	26	18	37			4	17	M		18			
4th "	31	23	17	33	1		2	18	M		16			
5th "	48	47	24	40	1	5	4	21	M		17			
CANTERBURY, 2d S.														
1st District,	27	8	8	10		2	5	21	M		14			
2d "	60	37	32	55	2	11	3	17	M			22		
3d "	75	44	35	55	2	14	1	17	M			16		
4th "	39	18	17	28	1			17	M		12			
5th "	22	27	25	40	1	7		17	M		14			
6th "	24	16	12	20		4		15	M		12			
HAMPTON S. Soc.														
1st District,	73	43	45	73	5	11	3	28	M	F	18			
2d "	30	19	16	30		9		13	M			13	50	
3d "	33	19	16	30	2	2		18	M			12		
4th "	42	24	20	37	2	2		17	M			13	50	
5th "	26	15	9	21		4	6	12	M			11		
6th "	49	34	16	40	2	4		17	M			14		
7th "	23	12	13	22	2	2	1	18	M		15			
8th "	72	38	31	60	2	6	8	16		F	16			
9th "	28	17	14	23	1	2	1	13	M			13		
KILLINGLY, 2d S. S.														
Chestnut Hill,	133	48	40	60	5	7	58	22	M		18			
Centre,	100	53	30	45	7	3	17	20	M		16			
South,	34	22	9	22		3	2	17	M			15		
KILLINGLY, 3d S. S.														
2d District,	35	19	18	28				15	M			20		
3d "	32	21	21	27	2	2		17	M		15			
4th "	40	22	19	30		2		17	M		16			
KILLINGLY, 4th S. S.														
Factory,	108	58	40	60	2	4	10	21	M		22			
North East,	62	24	16	53				20	M		15			
Centre,	63	26	26	45		1		17	M		15			
Hulet,	30	18	12	22			2	17	M					
Between the Rivers,	53	16	16	25	2	1	12	17	M		13			
PLAINFIELD S. Soc.														
South,	35	12	15	20				24	M		14			
White Hall,	39	18	15	20	2	4	9	18	M		13			
Middle,	66	27	23	38	2	1	2	21	M		17			
Central,	100	45	56	41		5	9	22	M			21		
Shepard Hill,	30	17	9	18		2	12	17	M		15	37		
Green Hollow,	26	23	9	30	1	3		17	M		12			
Goshen,	61	25	30	32				17	M		12	50		
Stone Hill,	55	25	28	43		2		20	M		16	50		
Flat Rock,	43	20	25	30		2		17	M		12			
Pond Hill,	68	37	26	38	2	5	12	22	M		18			
Black Hill,	48	11	21	23			16	15	M		12			
Messop.	103	39	31	45		2	31	24	M		16	50		

The district returns are very incomplete as to books. One half of T. D. Fund appropriated to schools, and divided equally among the districts. Society has a small fund of \$312; income \$18 72. 9 visitors.

Since the Report was written a communication from the committee of this society was received, from which it appears that in district No. 5, located part in Canterbury and part in Plainfield, there were 41 children over 4 and under 16 not in any school, of whom 24 cannot write and 5 can neither read nor write.

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NEW LONDON COUNTY.

183

NAME OF SCHOOL SOCIETY and DISTRICT.	No. over 4 and under 16 Aug. 1886	No. in school.					Teacher.		Wages per month		DIFFERENT AUTHORS USED IN THE SEVERAL STUDIES, REMARKS, &c.	
		Male.	Female.	Average.	Under 4.	Over 16.	No. over 4 and under 16 not at school.	No. of weeks taught.	Male.	Female.		Exclusive of board.
POMFRET, 2d S. Soc.												
Centre,	37	29	14	35	1	3	3	17	M		17	
South West,	44	24	38	42	4	3	3	17	M		15	
South East,	56	31	23	45		5	4	17	M		20	
North West,	18	8	14	14		4	1	10	M		10	
THOMPSON S. Soc.												
1st District,	45	24	17	34			4	17	M		18	
3d "	47	16	17	23		9	20	15	M		18	
4th "	91	42	48	70	1	1		17	M		17	
5th "	105	43	31	60	1	7	18	17	M		20	
6th "	64	32	27	49	4	3	3	13	M		18	
7th "	149	55	49	68	8	13	66	22	M		21	
8th "	48	25	17	40		2	10	16	M		17 25	
9th "	35	24	9	28		6		17	M		11 50	
10th "	62	31	27	50	5	3	5	16	M		16	
11th "	82	52	43	75	1	9	4	14	M		20	
12th "	42	35	22	52		6	1	17	M		17	
14th "	169	58	45	65	7	11	84	21	M		19 50	
15th "	45	16	15	25		2	14	16	M		15	
16th "	72	28	24	43		2	20	17	M		18	
VOLUNTOWN, 2d. S.S.												
1st District,	20	7	10	12		2	3	15	M		12	
2d "	14	6	10	10	1		1	13	M			12
3d "	20	13	6	15	1	1	1	13	M		11 50	
4th "	152	54	42	50	1	3	56	26	M		20	
5th "	35	24	20	28		6		17	M			13 75
6th "	16	4	6	7		1	1	13	M			15
WILLIMANTIC S. Soc.												
1st District,	175	59	53	80	3	5	56	22	M		18	
2d "	164	65	53	100	4	4	46	21	M	F	37	
3d "	27	17	21	30	1	10	1	17	M		13	20
WOODSTOCK, 1st S. S.												
1st District,	43	32	24	48	1	3		15	M		18	
2d "	59	21	24	40	2		17	18	M		18	
3d "	18	10	7	14		3		16		F	7	
4th "	37	20	16	33			4	15	M		18	
5th "	32	19	9	26	2	4	6	15	M		15 50	
6th "	54	39	18	48	3	9	10	16	M		18	
7th "	41	22	18	37	1	4	4	17	M		10 33	

NEW LONDON COUNTY.

NEW LONDON S. Soc.													
1st & 16th Districts,	676	165	140	263	6	6		18	2M	6F		21 74	
2d "	41	20	25	30				16		F	14		
3d "	90	44	37	53				9	17	M	18		
4th "	53	25	27	36	3	7		11	19	M	18		
5th "	121	68	48	72	3	4		5	24	M	17		
6th "	86	35	34	50	2	1		15	21	M	18		
7th "	73	37	37	52		8		1	18	M	20		
8th "	64	16	14	30	1	1		8	22	M	16		
9th "	81	38	27	54		5		21	17	M	16		
10th "	40	24	12	25		3		13	16	M	18		
11th "	25	15	5	16		3			17	M	11 25		
12th "	59	23	24	34				7	21	M	11		
13th "	270	90	30	68	5	8		140	24	M*	22		
14th "	58	25	19	32	2	3		3	20	M	17		
15th "	371	95	93	156				21	M	4F			
COLCHESTER, 1st S.S.													
1st District,	133	51		45		4		24	M			20	
2d "	24	13	7	16				14		F	8		
3d "	47	33	21	43	1	13		2	17	M		18	
4th "	40	17	15	23		2		4	13	M	12		
5th "	12	15	7	16		3		1	17	M	15		
6th "	22	13	5	16		3		3	17	M	12 50		

No return is made of the number not in any school in the large districts; if given it would swell the aggregate of non-attendance still higher. In this respect, New London is no better off than other populous districts.

NAME OF SCHOOL SOCIETY and DISTRICT.	No. over 4 and under 16 Aug. 1882.	No. in school.				No. over 4 and under 16 not at school.	No. of weeks taught.	Teacher.		Wages per month.		DIFFERENT AUTHORS USED IN THE SEVERAL STUDIES, REMARKS, &c.
		Male.	Female.	Average.	Under 4.			Male.	Female.	Exclusive of board.	Inclusive of board.	
7th District,	27	16	10	26			17	F		\$10		Bacon Academy has a fund of \$35,000, consecrated to the education of all the children in the society. Few institutions in the State enjoy such facilities for educating teachers.
8th "	48	18	4	14	5		13	M		12 50		
9th "	32	19	10	13	2	1	22	M		15		
GRISWOLD S. Soc.												
1st District,	25	17	11	30	4		22	M			15 50	
2d "	41	22	28	40	3		17	M			17	
3d "	47	31	25	40	1	2	8	M		17 50		
4th "	31	21	10	28			18	M			14	
5th "	40	22	15	27	1	3	20	M		15 50		
6th "	39	18	10	20	2	1	10	16	M	12		
7th "	23	25	11	24	1	5	18	M		14 30		
9th "	19	20	19	28	1	1	1	18	M		15	
10th "	47	19	20	32	1	5	15	M		11		
11th "	35	10	6	14			12	M			16 67	
12th "	187	77	43	70		10	22	M		20		
14th "	18	12	9	16	3	2	17	M		11		
FRANKLIN, 2d S. Soc.												
1st District,	43	26	17	37	3	3	2	17	M	16		
2d "	22	8	9	10	1	3	5	19	M	14		
3d "	18	12	9	13	2	1	1	19	M	12		
4th "	23	10	12	20		3	1	15	M			
LEDYARD, 2d S. Soc.												
Long Cove,	21	13	12	15	1	5	19	M		15		
Gale's Ferry,	53	21	29	37	1	2	22	M		16 50		
3d District,	32	13	11	20		1	9	19	M	12		
4th "	30	18	12	25	1	1	2	18	M	15		
Central School,	45	22	25	40	2	1	17	M		12		
6th District,	50	39	11	40	2	3	5	19	M	14 50		
7th "	55	33	25	38		5	1	22	M	17		
8th "	46	19	17	28		5	1	18	M	16		
9th "	24	15	12	25		6	3	19	M	16		
Lester,	30	19	16	25		3	5	21	M	12		
11th "	68	25	15	35		8		23	M	18		
12th "	38	6	10	11		1	1	17	M	12 50		
Stoddard,	36	17	20	30		4	1	21	M	15		
Lantern Hill,	39	16	10	18	1	4	16	17	M	13		
LEBANON, 1st S. Soc.												
1st District,	50	29	26	40		8	19	M		20		
2d "	31	15	16	29		5	17	M		18		
3d "	27	12	18	23		5	18	M		16		
4th "	27	16	10	20		4	1	20	M	15		
5th "	33	19	13	24	1	5		21	M	14		
6th "	52	27	26	51	1	5	4	19	M	16		
LEBANON, 4th S. Soc.												
1st District,	50	22	26	30	2	5	5	18	M	15		
2d "	50	28	26	48		7		22	M	16		
3d "	30	12	14	22	1	3	1	17	M	9 50		
LISBON, 2d S. Soc.												
1st District,	75	26	30	32		4	3	22	M	15		
2d "	22	15	10	23		2	2	15	M		16	
3d "	23	17	10	20		2	1	19		F 9		
4th "	20	5	4	7	3		2		F			
5th "	26	13	12	20	1	1	2	17	F		12 50	
LYNE, 3d S. Soc.												
1st District,	112	26	22	38	2	3	3	20	M	14		
2d "	84	32	23	40		3		21	M	18		
3d "	81	40	30	40	2	5		15	M	17		
4th "	60	32	13	30		1	17	18	M	17		
5th "	29	25	9	25	1	6		21	M	13		
6th "		32	37	55	5			16	M		20	
NORWICH, 2d S. Soc.												
Chelsea Proper,	362	71	26	80	3	7	24	M	F	20		In Greenville district there is the best school-house in the county in point of location and internal arrangements; for full description see Appendix 7, School Houses.
West Chelsea,	218	70	81	115	1	1	36	26	M	F 35		
Falls,	98	53	44	90	2	4	12	19	M	F 29		
Thames,	96	37	40	60	2	4		22	M	20		
Greenville,	116	49	65	80	6	1	2	15	2M	1F 28		No returns are made as to non-attendance in the most populous district.

NAME OF CITY

East
7th
PRE
2d I
4th
5th
6th
STON
5th I
6th
7th
8th
9th
10
11th
12th

*MIDD
North
Middle
South
South
Miller
Bow
Maro
Hubb
MIDD
West
South
North
North
CHAT
1st D
2d
3d
4th
5th
6th
EAST
1st D
2d
3d
4th
5th
6th
7th
8th
9th

HAD
North
South
HAD
Town
Higga
Punse
Shailo
Turke
Candl
Tyler
Walk
Brain
Little
Beave
Beave

MIDDLESEX COUNTY.

185

NAME OF SCHOOL SOCIETY and DISTRICT.	No. over 16 and under 18 Aug. 1888.	No. in school.					No. over 16 and under 18 not at school.	No. of weeks taught.	Teacher.		Wages per month.		DIFFERENT AUTHORS USED IN THE SEVERAL STUDIES, REMARKS, &c.
		Male.	Female.	Average.	Under 4.	Over 14.			Male.	Female.	Exclusive of board.	Inclusive of board.	
East Chelsea,	197	78	84	124	6		12	24	1M	1F			
7th District,	140	70	46	91	3	9	26	21	1M	1F	44		
PRESTON, 2d S. Soc.													
2d District,	68	34	22	33	2	3	12		M		14	50	
4th "	49	29	20	39	1	2	2	26	M		16		
5th "	35	23	16	26	3	4	1	20	M			12	
6th "	42	24	15	30	2	4	4	17	M		15		
STONINGTON, S. Soc.													
5th District,	24	17	8	15				16	M		9	50	
6th "	113	53	43	64				19	M		15		
7th "	27	23	12	23	5	6		17	M			13	
8th "	47	24	10	27	6		4	22	M		19	50	
9th "	322	83	31	100	3	6	100	22	2M			35	
10th "	54	25	30	40	2	5	2	16	M		15		
11th "	44	21	20	23		10		16	M		14	75	
12th "	84	34	29	40	2	6		22	M		15		

Several districts in this society which were returned, are omitted in this abstract.

Returns were received from 14 districts. In these there were 2 authors in Spelling; 7 in Reading; 6 in Arithmetic; 7 in Geography; 6 in History; 5 in Grammar; 13 in other branches. Out of the 100 children in no school in district No. 9, 24 are colored children. Twelve persons attended Society meeting. The east part of the society has a fund, the income of which is appropriated for the benefit of poor children.

MIDDLESEX COUNTY.

MIDDLETOWN, 1st S.													
North,	177	40	40	70	10		60	26	M		18		
Middle,	210	37	27	44			64	26	M		22		
South Middle,	309	56	53	100	6		53	28	M	F	27		
South,	139	56	38	76	3	3	17	20	M	F	26	50	
Miller's Farms,	101	42	33	64		3	20	20	M	F	21	50	
Bow Lane,	23	9	11	17			3	14	M		12		
Maromus,	43	26	18	24	1	3	10	16	M		12		
Hubbard,	41	19	14	28		1	9	20	M		12		
MIDDLETOWN, 2d S.													
West,	65	35	28	48	2	3	4	22		F	19		
South,	98	32	36	63	4		15	22	M		20		
North West,	74	29	33		2	3	3	20	M	F	25		
North,	81	33	23	38	4		3	20	M		17		
CHATHAM, 1st. S. S.													
1st District,	87	46	41	60	4	3	13	20	M		20		
2d "	122	71	56	113	3	8	24	2M		F	56		
3d "	73	29	34	40		1	10	20	M		15	60	
4th "	85	49	39	55	3	6	30	21	M		19		
5th "	60	26	21	44	2	4		19	M		14	50	
6th "	63	25	27	40		1	3	17	M		18		
EAST HADDAM, 1st S.													
1st District,	48	21	17	36	3	5		16	M		18		
2d "	94	40	40	65				122	M		23		
3d "	45	29	25	38	3	6		9	15	M		20	
4th "	55	36	25	45	1	8		18	M		20		
5th "	48	17	23	30	3	4		5	17	M		16	
6th "	40	22	20	35	1	3		19	M		12		
7th "	29	15	20	28		4		12	M		20		
8th "	51	20	23	30	5		10	17	M		15	50	
9th "	70	32	28	54		4		21	M		18		
HADLYME, S. Soc.													
North,	78	34	22	45		3	10	17	M		18		
South,	99	50	39	62	2		3	26	M		22		
HADDAM S. Soc.													
Town,	87	40	34	55	2	2	4	20	M		20		
Higginum, West,	61	32	23	37		5	2	20	M		8		
Punnet,	62	36	29	45	1	3		20	M		14		
Shailorville,	71	35	38	50		1	2	22	M		18		
Turkey Hill,	71	34	32	43		2	7	20	M		20		
Candlewood,	59	33	26	50	4		3	20	M		14		
Tylerville,	56	31	17	40		3	10	18	M		20		
Walkleyville,	38	19	15	25		1	5	24		F	9		
Brainard,	38	19	16	25		1	2	16	M		10	50	
Little City,	38	15	21	27		3	1	17	M		20		
Beaver,	49	39	23	40		7		16	M		16		
Beaver Meadow,	21	7	6	11	1		2	17	M		10		

The districts included within the city limits have united in an application to the General Assembly to be incorporated as a school society, with the power of appointing a board of trustees, to be elected annually, to take the entire charge of the schools. If the plan proposed for re-organizing the schools of this city is carried, Middletown will have the best system of public schools in the State.

NEW HAVEN COUNTY.

NAME OF SCHOOL SOCIETY and DISTRICT.	No. over 16 and under 18 Aug. 1893.	No. in school.				No. over 16 and under 18 not at school.	No. of weeks taught.	Teacher.		Wages per month.	
		Male.	Female.	Average.	Under 4.	Over 16.		Male.	Female.	Exclusive of board.	Inclusive of board.
NEW HAVEN S. Soc.	2284	369	314	600				1M		\$100	
N. Haven, 1st,	183	31	34	65		4		24	5F	90	49
Washington,								12	F	16	
Wooster,	323	53	45	85	1			24	M	F	
WESTVILLE S. Soc.											
East,	82	33	39	48			10	16	M		15
West,	80	32	23	44	1	3	25	24	F	11	
BETHANY S. Soc.											
Centre,	62	25	20	32		2	17	16	F	18	
North,	61	31	23	35	3	6	16	12	M	12	
South West,	35	15	15	25	1	1	7	16	M	12	
South East,	29	15	12	16		4	6	14	M		
North East,	24	13	13	18	2	1	1	14	M	8	50
East,	23	7	9	10			7	12	F	6	34
CHESHIRE S. Soc.											
Centre,	53	31	15	30	2	44	18	M			23
Stony Hill,	32	16	10	18			12		F	6	
Brd. Swamp,	32	10	15	20	1		15		F	6	
South West,	28	25	9	24			16		F	6	
Moses' Farms,	34	16	20	28		4	16	M		15	
North,	30	23	7	23			12	M		14	
Over River,	60	31	15	28			15	M		13	
East,	33	15	10	18		1	12		F		14
South East,	36	23	19	30	3	3	16	M		15	50
West,	33	21	17	25		3	4	14	F	7	
South,	40	15	10	20	1	2	13		F	6	
Beachport,	30	13	14	24	1	1	1	20	F	5	
HAMDEN, E. PLAINS.											
South West,	49	19	17	25	1	1	13	16	M	12	
North West,	49	28	19	33		2	4	15	M	12	
Middle,	49	35	15	35	4		5	16	M	16	50
Mill,	92	40	25	41	2	2	1	16	M	20	
South East,	47	22	16	28		1	16	M			24
MIDDLEBURY, S. Soc.											
1st District,	27	16	15	22	1		18		F	6	
2d "	48	31	18	42	1	4	2	14	M		18
3d "	34	19	17	32		1	3	12	M	12	50
4th "	37	17	9	22	1	5	4	12	M	20	
5th "	30	18	13	24		2	2	14	M	11	
6th "	22	7	5	12			3	15	F	6	
WALLINGFORD S. Soc.											
1st District,	31	19	10	20		1	2	16	M	10	
2d "	34	14	11	18	2	1	10	12	M		16
3d "	73	31	30	39		2	14	20	M	19	
4th "	56	33	21	30	2	1	6	16	M	16	
5th "	103	30	30	46		4	14	20	M	20	
6th "	135	34	15	41			22		M	20	
		20	18	30	2		15	22	F		10
7th "	53	21	24	35		3	11	12	F	8	
8th "	62	29	29	40		9	13	20			
9th "	28	16	10	20	3	3	1	16	M		19
10th "	28	23	12	30	2	2					
WATERBURY, 1st S.											
Buck's Hill,	32	25	17	25		8	3	16	M	16	
Oronoke,	19	10	11	19			3	12	F	6	
East Farms,	30	17	15	20		1	3	12	M	14	
Horse Pasture,	29	14	12	24		3	12		F	7	
Tompkins' Hill,	33	14	15	20			6	14	M	11	43
WOODBIRDGE S. Soc.											
South,	63	36	26	45		1	18	M		18	
South West,	76	39	37	55		1	20	M		14	
North East,	25	16	10	20			16	M			15
North,	32	26	14	24		1	16	M			10
Middle,	57	30	16	28		3	3	18	M	11	
North West,	20	9	11	12					M		18

DIFFERENT AUTHORS USED IN THE SEVERAL STUDIES, REMARKS, &c.

No returns are made respecting the amount of non-attendance. Thirty persons attended School meeting. \$25,000 paid for private tuition independent of the college, &c.

Thirteen districts were returned, but in this as well as other cases, several have been omitted in the abstracts.

NAME
CITY

FAIR
Black
Jenni
South
Holla
Mill
Midd
NEW
1st D
2d
3d
4th
5th
6th
7th
8th
9th
NEW
Great
Pond
West
Easte
Beave
NEW
Zoar,
Gray
Sandy
Half
South
Hunt
Bosfo
North
Midd
Flat
Taun
Midd
Greg
RIDG
North
South
Mill
STRA
Bridg
Old S
Island
Toils
North
Pequ
TRU
Danie
Booth
Niche
Long
"
Ches
White

FAIRFIELD COUNTY.

187

NAME OF SCHOOL SOCIETY and DISTRICT.	No. over 4 and under 16 Aug. 1888.	No. in school.				Teacher.		Wages per month.				
		Male.	Female.	Average.	Under 4.	Over 16.	No. over 16 and under 18 not at school.	No. of weeks taught.	Male.	Female.	Exclusive of board.	Inclusive of board.
FAIRFIELD, 1st S. S.											\$ cts.	\$ cts.
Black Rock,	53	27	24	36	2	2	32	21	M		20	
Jennings' Woods,	38	22	13	28			3	20	M		16	
Southport,	131	25	35	35				24	M		22	
Holland Hill,	25	10	12	16		1	5	18	M		9	
Mill Plain,	49	21	12	15		1		15	M		18	
Middle,	147	40	23	35			30	24	M			30
NEW CANAAN, 1st S.												
1st District,	153	58	31	63	2		55	24	M	F	44	
2d "	53	20	15	24			15	22	M		15	
3d "	126	50	32	53	1	1	17	25	M		25	
4th "	58	21	14	21				23	16	F	13	
5th "	32	14	11	15	1		7	10		F	7	
6th "	20	13	8	14		1		18		F	11	
7th "	39	28	18	20				13		F	14	
8th "	54	20	15	25		2	21	25	M		21	
9th "	26	22	8	24	1	3		22	M		10	
NEW FAIRFIELD S. S.												
Great Meadow,	34	18	12	20		3	6	18	M		14	
Pond,	50	31	20	30		3	4	20	M		15	
Western Centre,	62	35	21	40		5	6	21	M			17
Eastern Centre,	55	33	18	36	1	5						
Beaver Bogs,	59	19	17	23		3	20	15	M		11	
NEWTOWN S. Soc.												
Zoar,	58	45	18	45	3	3	6	24	M		13	
Gray's Plain,	22	13	9	18	2			15		F	8	
Sandy Hill,	107	31	29	33			27	16	M		20	
Half-way River,	59	30	32	35	1	2	15	18	M		15	50
South Centre,	63	30	20	45			5	24	M			20
Huntington,	48	31	14	30			2		M		11	75
Bosford, or T. Hill,	24	12	9	16				20	M		4	
North Centre,	64	34	24	45	3			22	M		19	
Middle,	75	35	21	40				22	M		12	
Flat Swamp,	56	24	17	25			7	19	M		13	
Taunton,	89	44	32	42						F		
Middle Gate,	49	23	24	38		2	20			F	10	
Gregory's Orchard,	40	20	25	34		5	20		M		10	
RIDGEFIELD, 2d S. S.												
North,	42	28	16	32		7	4	15	M			16
South,	41	22	15	17		5	2	19	M		11	
Mill Plain,	63	39	25	45	4		4	21	M			16
STRATFIELD S. Soc.												
Bridgeport,	599	138	101	180	1	3		24	2M	2F	47	
Old South,	152	38	42	58			62	22	M		18	
Island Brook,	51	35	16	40	1	1		24	M		12	
Toilsome,	40	20	12	22			4	20	M		15	
North,	25	18	6	16	3	2		20	M		12	
Pegunock,	114	30	25	35	2	2		21	M		15	
TRUMBULL S. Soc.												
Daniels' Farms,	26	12	12	15		1	3	14	M		15	
Booth's Hills,	21	13	9	14		1		16	M		9	
Nichols' Farm,	70	30	24	50			5	40		F	18	
Long Hill,	69	32	30	42	2	2	10	20	M		17	
" Tashua,	66	24	26	45	2	4		16	M		19	
Chestnut Hills,	45	25	10	30		4		15	M		14	
White Plain,	52	23	15	25			10	18	M		14	

DIFFERENT AUTHORS USED IN THE SEVERAL STUDIES, REMARKS, &c.

The returns from this society are made out with much care and fullness. This will account for the large number returned as in no school at all. If the same diligence had been used in other societies, the aggregate non-attendance of the State would be fearfully augmented.

No returns are made respecting the amount of non-attendance in the district which includes the city of Bridgeport.

NAME OF SCHOOL SOCIETY AND DISTRICT.	No. over 4 and under 15 Aug. 1888.	No. in school.			No. over 15 and under 25 not at school.	No. of weeks taught.	Teacher.		Wages per month.		DIFFERENT AUTHORS USED IN THE SEVERAL STUDIES, REMARKS, &c.
		Male.	Female.	Average.			Male.	Female.	Exclusive of board.	Inclusive of board.	
Litchfield, 1st School Soc.	149	30	30	50	10	18	M		\$24		
1st District,	54	25	17	29	1	17	M			15	
2d "	32	17	18	28	3	12	M			10	
4th "	54	16	22	30	1	6	M		18		
5th "	10	18	10	16	2	2	M			10	
8th "	4	13	17	30	1	1		F	6		
9th "	53	23	9	23	2	23	M		13	50	
10th "	13	16	9	18	1	3		F	8		
12th "	56	23	6	20	2	5			20		
13th "	54	22	12	24	7	15	M			12	
14th "											
CANAAN, 2d S. Soc.											
1st District,	53	28	22	40	5	2		F	10		
2d "	95	28	22	40		21	M		20		
3d "	40	20	21	35	5	1	M		18		
4th "	50	24		35		1	M		15		
5th "	67	20	15	30	6	11	M		15		
COLEBROOK S. Soc.											
West,	28	14	10	22	2		M		14		
North Middle,	31	16	16	26	5	2	M		18		
South,	36	21	16	34	9	1	M		20		
River,	75	38	33	50	12	8	M		21		
Centre,	32	16	17	28	3	3	M		20		
South West,	31	21	4	15	1	1	M		12		
Forge,	41	30	16	36	7		M		21		
North,	33	16	17	23	3			F	8		
Beach Hill,	36	17	20	32	8	3	M		16		
GOSHEN S. Soc.											
1st District,	79	24	20	30	3	6	M		18		
2d "	22	14	8	17	1	2		F	8		
3d "	26	14	14	25	1			F	8		
4th "	11	8	4	12	2			F	7		
6th "	53	35	15	42	4		M		18		
7th "	50	25	13	30	6	2	M			18	
8th "	36	11	15	20		5		F	8		
9th "	14	12	11	19	2			F	1	50	
10th "	9	13	4	16	1		M		10		
11th "	44	14	31	30	1	2		F	10		
12th "	12	5	7		2	1		F	8		
Union,	33	19	9	20	2		M		15		
HARWINTON S. Soc.											
3d District,	33	11	15	20		5	M		12		
5th "	42		16	30	2	2				15	
6th "	45	8	23	42	1		M		15		
7th "	74	11	7	15	2	14	M		16		
8th "	28	14	12	15	5	2	M			11	
SALISBURY S. Soc.											
1st District,	39	12	13	20		3		F	11		
Furnace Village,	75	4	29	43	3	12	M		25		
Town Hill,	27	17	7	14	6		M		14		
Lime Rock,	81	28	38	36	3	14	M		17	50	
Mataque,	50	22	10	27	4	7	M		20		
Ore Hill,	44	26	17	30	5	2	M		18		
Meeting House,	95	3	30	48	1	25	M		20		
8th District,	3	26	48		1	10	M		20		
Harrison's,	42	19	17	26	5	9	M		4		
Chapin Hill,	77	29	18	35	10	23	M		0		
Falls,	57	25	27	45	4	14	M		8		
Asylum,	37	17	13	18	5	8	M		14		
13th District,	27	34	45		1	8	M		21		
WINCHESTER S. Soc.											
1st District,	130	56	32	74	5	1	M	1F	2		
2d "	94	38	30	55	2	4	M		20		
3d "	40	21	12	30		7	M			11	
4th "	52	16	14	22	1	1	M			16	
9th "	64	28	29	36	1	6	M			25	

An association of the friends of common schools exists in this society, which has done much good by securing a more constant and particular supervision of the schools, and by purchasing the best school books in use at the wholesale price, and furnishing them at cost, to those who can afford to pay for them, and gratis, to those who cannot.

The returns from this society are complete in every particular. An account of the examination of all the schools in the society at the close of the winter, will be found in Appendix No. 8.

APPENDIX, No. 2.

Showing the condition of the Winter Schools in all the Societies as far as Returns have been received.

Name of Society.	Returns to Compt'g. Aug. 1898.		Returns to Board of Conn. C. S.		Attendance.		Teacher.		Wages per month exclusive of Board.		Different kinds of Books used.													
	No. Dis- tricts.	Children over 4 and under 16.	No. Dis- tricts.	Children over 4 and under 16.	Male.	Female.	Aggregate.	Average.	Under 4.	Over 16.	No. over 4 & under 16 not in any school.	No. of weeks taught.	Male.	Female.	Aggregate.	Average.	Spelling.	Reading.	Arithmetic.	Geography.	History.	Grammar.	Other Books.	
HARTFORD COUNTY.																								
Hartford,	9	2533	9	2533	590	625	1215	1063	2	43	262	17	10	16	26	27	06	13	36	7	5	4	8	
West Hartford,	8	318	8	318	167	123	290	263	3	13	6	15	6	2	8	16	04	8	33	1	6	2	3	
Windsor 2,	4	222	4	222	95	87	182	146	12	10	17	3	2	2	6	16	00	7	50	1	1	1	1	
Avon,	6	299	6	299	150	125	275	200	4	12	4	16	4	3	7	15	25	7	50	1	1	1	1	
Bloomfield,	7	298	7	298	128	111	239	253	2	42	4	16	7	7	16	75								
Berlin 1,	3	190	3	190	76	85	161	133	2	7	17	15	2	1	3	47	00	12	00	2	2	2	2	
do. 2,	8	416	8	416	136	185	321	296	12	11	6	15	6	3	8	16	00	8	33	1	3	3	3	
do. 3,	5	321	5	321	144	134	278	198	1	11	4	16	8	4	16	00								
Bristol,	13	499	12	486	244	189	433	311	14	16	10	16	8	4	12	17	00	7	25	1	1	1	1	
Burlington,	9	302	8	296	152	121	273	206	2	17	18	15	6	3	8	12	75	6	33	1	1	1	1	
Canton,	12	431	8	401	185	173	358	275	12	2	22	17	5	3	8	17	00	5	58	1	1	1	1	
East Hartford,	8	696	8	696	302	273	575	470	8	14	21	18	8	4	12	19	50	7	00	1	1	1	1	
East Windsor 1,	7	377	3	175	177	62	175	100	1	2	2	14	3	3	14	00								
do. 2,	14	570	12	509	264	222	486	439	13	24	20	16	8	4	12	15	07	10	13	1	1	1	1	
do. 3,	4	162	4	162	78	90	168	146	2	10	16	3	2	2	5	16	00	6	00	1	1	1	1	
Enfield,	13	722	13	722	362	308	670	553	21	33	10	14	11	4	15	18	35	10	00	1	1	1	1	
Farmington,	11	528	11	528	240	215	455	373	9	19	18	19	9	3	12	16	72	6	00	1	1	1	1	
Glastenbury 1,	11	643	11	643	292	262	554	444	10	22	8	19	11	1	14	77								
do. 2,	7	257	7	257	163	135	298	228	2	26	6	17	7	7	14	78								
Granby 2,	6	269	6	269	130	75	205	150	7	7	20	15	5	1	6	13	00	8	00	1	1	1	1	
Hartland 1,	6	173	6	173	92	71	163	141	5	14	11	5	1	1	13	30								
Simsbury,	13	628	12	495	275	197	472	383	7	3	24	16	7	8	16	17	16	5	71	1	1	1	1	
Southington,	9	486	9	486	240	181	421	348	17	29	19	7	2	2	9	16	22	7	66	1	1	1	1	
Suffield 1,	7	466	7	466	247	199	446	348	6	31	2	17	6	1	7	18	33	12	00	1	1	1	1	
do. 2,	4	225	3	190	107	65	172	134	30	16	18	3	3	3	13	00								
Wethersfield 1,	4	561	4	561	245	197	442	362	18	10	30	21	6	1	16	94								
do. 2,	4	168	4	168	77	74	151	128	8	7	44	16	3	1	4	12	50							
do. 3,	4	307	4	307	172	130	302	253	9	12	5	19	4	1	4	17	20							
TOLLAND COUNTY.																								
Tolland,	11	464	12	475	304	230	534	414	9	53	11	15	11	2	13	75	83							
Columbia,	7	235	6	210	128	88	216	156	11	15	6	19	5	1	12	00		8	00	1	1	1	1	
Coventry 1,	6	281	6	281	131	110	241	214	2	22	14	7	5	1	14	67								
do. 2,	5	207	5	207	99	81	180	147	3	22	15	15	4	1	4	12	37	6	00	1	1	1	1	
Ellington,	8	346	8	346	134	105	239	185	6	11	11	17	5	1	16	25								
Hebron 1,	6	205	6	205	132	118	250	186	3	28	15	18	6	1	7	14	00	9	00	1	1	1	1	
Gilead,	4	164	4	164	75	61	137	131	6	7	15	15	3	1	4	11	50							
Andover,	4	148	4	148	70	71	141	105	7	14	6	16	4	1	4	14	50							
Mansfield 1,	9	276	9	276	155	134	289	219	7	24	5	16	8	2	10	13	10							
do. 2,	8	345	8	345	200	150	350	282	6	15	17	7	1	1	14	60		8	30	1	1	1	1	
Stafford 1,	12	412	10	392	224	173	397	337	7	50	9	14	9	1	16	14	65	6	00	1	1	1	1	
do. 2,	7	251	7	251	126	126	251	206	8	28	6	13	7	7	13	64		7	00	1	1	1	1	
Union,	6	170	5	151	100	85	185	149	2	23	1	13	5	5	12	62								
Vernon,	8	349	8	349	172	135	307	232	6	19	9	15	7	3	16	52								
Willington,	10	403	9	365	215	173	388	314	9	44	14	13	9	5	14	37		7	25	1	1	1	1	
WINDHAM COUNTY.																								
Brooklyn,	10	341	10	341	156	145	301	246	9	35	12	18	10		10	13	55							
Ashford 2,	4	151	4	151	100	68	168	130	1	18	14	4	4	1	13	00								
Cantonbury,	6	270	5	235	139	96	235	176	7	14	24	18	4	1	17	75								
Westminster,	6	247	6	247	150	129	279	206	6	38	9	17	6	1	13	06								
Hampton,	9	376	9	376	221	180	401	336	16	32	15	15	8	2	10	00								
Killingly 2,	3	267	3	267	123	79	202	127	12	13	77	20	3	3	17	00		6	00	1	1	1	1	
do. 3,	4	144	3	109	62	58	120	86	2	4	16	3	3	3	15	50								
do. 4,	5	316	5	316	142	110	252	187	4	6	24	18	5	5	16	25								
Plainfield,	12	650	12	650	299	288	587	378	7	96	99	19	12	12	14	44								
Pomfret 1,	6	250	5	250	162	123	285	243	2	13	13	16	6	6	13	00								
Pomfret & Hampton,	4	170	4	155	92	81	173	136	5	13	11	15	4	4	15	50								
Sterling North,	6	141	4	141	91	38	129	77	1	27	4	14	3	3	9	00								
Thompson,	14	1056	14	1056	481	391	872	682	27	74	249	18	14	14	18	17								
Voluntown,	6	237	6	237	108	94	202	122	3	13	62	16	6	6	12	00								
Windham 1,	9	481	9	481	234	196	430	331	13	34	2	18	8	2	10	14	35		9	00	1	1	1	
do. 2,	6	183	5	183	115	108	223	165	7	23	2	17	4	1	5	16	00							
Willimantic,	3	343	3	343	141	127	268	210	8	19	103	20	3	1	4	16	50							
Woodstock 1,	7	294	7	294	163	116	279	246	9	23	25	16	6	1	7	15	30							
do. 3,	5	262	5	262	146	111	257	232	11	25	15	15	5	5	19	20		7	00	1	1	1	1	
NEW LONDON CO.																								
New London,	14	2017	15	2017	730	672	1302	971	22	49	233	19	15	11	26	16	63							
Colchester 1,	9	365	9	365	195	79	274	212	3	33	11	17	7	2	9	12	40		9	00	1	1	1	
do. 2,	5	167	5	167	79	66	145	139	38	7	7	17	4	1	5	17	25							
Franklin 1,	6	154	6	154	91	90	181	155	6	19	5	17	6	6	14	00		13	00	1	1	1	1	
do. 2,	4	106	4	106	56	47	103	80	6	10	9	17	4	4	14	00								
Grassland,	14	596	12	562	294																			

APPENDIX No. 2—CONTINUED.

Name of Society.	Returns to Comp'r. Aug. 1838.		Returns to Board of Com. C. S.		Attendance.					Teacher.				Different kinds of Books used.													
	No. Dis- tricts.	Children over 4 and under 16.	No. Dis- tricts.	Children over 4 and under 16.	Male.	Female.	Aggregate.	Average.	Under 4.	Over 16.	No. over 4 & under 16 not in any school.	No. weeks taught.	Male.	Female.	Aggregate.	Wages per month exclusive of Board.		Spelling.	Reading.	Arithmetic.	Geography.	History.	Grammar.	Orth. Br'ches.			
																Male.	Fe- male.										
N. HAVEN CO.—Con'd.																											
Gulford 1,	12	535	12	535	202	210	472	374	30	23	8	17	9	4	13	13	50	7	50	3	8	9	6	5	4	3	
Hamden,	6	231	4	205	101	71	172	104	6	6	28	15	3	1	4	12	66	7	00	1	4	2	2	2	1	1	
East Plains,	5	287	5	286	144	93	236	102	7	6	23	15	5	5	5	15	12			1	4	8	4	1	2	1	
Meriden,	12	440	11	430	199	150	349	296	9	15	0	18	6	3	11	17	66	10	00	4	10	11	5	3	3	5	
Middlebury,	6	198	6	198	108	77	185	154	3	13	14	14	4	2	6	14	50	6	00								
Millford,	11	710	11	710	322	273	595	495	3	7	11	14	11	1	12	17	00			2	7	5	4	3	3	5	
North Branford 2,	5	173	5	173	114	77	191	146	3	7	4	18	5	1	7	18	58			1	9	6	5	4	1	2	
West Haven,	4	304	4	304	101	70	171	146	3	6	15	4	4	1	4	16	83			1	9	6	5	4	1	2	
Oxford,	11	404	13	456	234	157	391	289	10	38	22	16	6	7	13	15	00	7	00	2	11	6	4	3	3	4	
Prospect,	8	180	1	25	16	12	38	30			4	13	1	1	1	8	00			1	3	4	3	2	2	1	
Southbury 1,	6	228	6	228	41	30	80	143	4	16	17	3	3	6	10	23			7	50	1	7	4	5	2	1	
Wallingford,	10	603	10	603	270	210	380	349	11	36	26	17	8	2	10	14	16	9	00	2	8	8	3	3	3	2	
Waterbury 1,	13	549	12	549	189	162	351	250	6	17	18	14	7	5	12	13	49	7	25	1	9	7	6	2	2	1	
Woodbridge,	5	289	6	273	156	114	270	184	6		3	17	6	1	6	14	33			1	9	7	6	2	2	1	
Wolcott,	6	191	5	176	64	45	109	105		3	4	14	3	2	5	16	00	8	00	1	5	5	3	3	1	3	
MIDDLESEX CO																											
Middletown 1,	16	1354	16	1354	442	339	781	618	39	18	27	19	14	5	10	17	46	5	87	3	11	11	5	3	3	2	
" 2,	5	327	5	351	161	135	296	240	12	6	20	21	3	3	6	18	06	10	66	1	8	6	5	3	3	2	
" 3,	4	136	4	136	81	61	142	111	7	17	9	17	2	2	4	18	00	9	00	1	8	6	5	3	3	2	
Chatham 1,	7	108	4	108	40	35	104	81	1	4	1	11	4	1	4	12	87			1	8	6	5	3	3	2	
" 2,	6	316	7	321	167	175	342	271	4	36	4	15	6	1	7	14	75	10	00	2	9	7	4	5	4	3	
" 3,	6	376	6	376	198	173	365	275	7	24	17	18	5	1	7	15	70			1	6	7	2	2	2	1	
East Haddam 1,	9	479	9	480	242	221	463	361	11	39	19	17	9	9	17	81			1	8	6	5	4	2	2	1	
" 2,	6	232	6	230	146	98	244	187	11	35	7	15	5	1	6	14	50			1	7	7	4	1	1	5	
E. Haddam & Lyme,	2	177	2	177	93	61	154	107	2	3	13	21	2	2	2	30	00			1	4	4	4	3	3	2	
Haddam,	11	585	13	690	345	296	641	484	9	29	38	19	12	1	13	15	16	9	00	1	3	7	5	1	3	4	
Killingworth 1,	7	349	6	331	182	110	292	218	6	6	3	15	6	1	6	12	80	6	00	3	8	3	5	4	3	4	
" 2,	4	313	9	313	170	168	338	267	4	16	2	15	6	1	9	9	35	2	00	3	8	3	5	4	3	4	
Saybrook 1,	9	309	4	309	144	116	260	219	3	6	5	30	4	1	4	13	60			2	7	4	5	4	2	1	
" 2,	9	623	9	623	328	293	621	471	17	52	4	20	9	9	16	50			1	7	6	6	2	2	2	1	
" 3,	7	378	7	378	194	176	370	276	6	13	14	18	8	8	13	32			1	7	5	5	4	4	4	1	
FAIRFIELD COUNTY																											
Fairfield 1,	6	473	6	473	145	119	264	165	2	4	70	20	6	6	17	00			2	9	4	5	4	4	4	4	
" 2,	6	234	6	234	134	86	220	145	12	12	17	15	6	6	12	50			2	7	4	4	6	1	2	2	
Brookfield,	8	363	6	330	155	143	298	216	42	42	5	31	5	1	6	15	50			2	7	4	4	6	1	2	
Danbury 1,	12	855	11	800	344	201	545	450	3	18	13	21	10	3	13	17	83	14	50	3	16	5	3	3	4	2	
" 2,	6	397	6	383	185	215	410	266	1	9	3	24	5	2	7	18	22	9	00	2	10	3	6	4	2	1	
Greenwich 1,	3	164	3	158	88	47	135	86		6		3	3	3	3	16	00			2	9	3	1	1	3	1	
" 2,	5	378	5	398	114	74	188	125	25	25	94	13	3	2	5	16	00	10	91	1	7	3	4	1	3	1	
Huntington,	11	344	10	331	156	115	271	219	1	11	4	17	5	5	10	17	00	8	00	1	5	3	4	1	3	1	
Monroe,	4	402	7	394	206	148	354	235	5	15	6	19	6	1	7	15	13	10	00	1	5	3	4	1	3	1	
New Canaan,	9	301	9	301	246	152	398	263	5	7	138	19	5	5	10	19	20	12	30	4	5	6	5	1	1	3	
New Fairfield,	7	291	6	277	153	105	258	199	2	19	26	18	4	4	13	33			9	2	7	4	3	2	1	1	
Newtown,	19	913	13	754	381	274	655	446	9	12	42	39	8	4	12	14	89	9	00	2	7	4	3	2	1	1	
Norwalk,	9	941	9	941	308	207	515	317	15	8	348	24	2	2	18	72			9	00	5	8	4	4	7	5	
Reading,	9	437	9	439	170	151	321	215	5	15	58	20	7	2	9	16	30	9	00	5	8	4	4	7	5	5	
Ridgefield 2,	3	157	3	146	80	52	145	94	4	12	10	18	3	3	11	00			1	1	1	1	1	1	1	2	
Sherman,	6	294	5	308	95	87	182	113	37	37	7	16	2	2	4	13	17	8	00	1	7	5	2	1	4	2	
Stamford 1,	9	674	8	568	241	127	368	243	2	38	101	20	7	1	8	15	57	14	00	4	8	5	3	2	3	3	
" 2,	7	294	5	251	109	50	159	97	10	10	18	17	4	4	1	14	75	0	00	2	6	3	2	1	1	1	
Stratford,	10	584	10	584	224	197	421	306	11	11	7	18	7	2	9	15	00	6	00	1	9	3	4	2	2	1	
Stratfield,	6	361	6	361	270	226	491	351	7	8	66	22	2	2	9	15	28	0	00	3	11	3	6	2	2	1	
Trumbull,	7	347	7	347	159	134	293	221	4	12	26	20	6	1	7	14	00	18	00	2	8	1	3	1	3	2	
Weston 1,	6	332	6	332	119	113	232	164	1	11	13	19	6	6	18	66			2	10	2	2	1	1	3	2	
" 2,	12	485	10	468	211	161	372	289	4	14	8	19	10	10	13	52			1	8	1	4	2	2	2	2	
LITCHFIELD CO.																											
Litchfield,	13	685	10	536	203	150	353	268	4	35	51	15	8	2	10	18	50	7	00	9	6	5	6	2	2	2	
Northfield,	7	158	4	95	70	44	114	75	3	21	2	15	3	1	4	15	16	11	00	2	6	6	3	1	2	5	
South Farms,	6	220	6	220	121	60	180	134	2	12	18	17	4	2	6	13	00	4	25	2	4	5	5	1	2	1	
Barkhamsted,	9	379	8	265	150	116	266	212	2	7	9	15	2	6	8	11	00	7	50	1	9	4	6	2	1	3	
Bethlem,	9	314	7	199	107	75	182	146	22	22	15	4	3	3	7	14	00	5	50	1	8	5	5	3	1	1	
Canaan 2,	5	205	5	205	120	104	224	180		16	47	18		1	11	7	00	10	00	1	6	6	5	1	2	5	
Colebrook,	10	348	9	341	189	149	338	266	1	50	23	16	8	1	9	17	75			1	6	6	5	1	2	5	
Cornwall,	14	449	14	444	247	172	419	316	40	10	10	13	9	5	14	15	04	7	80	1	6	8	5	2</			

APPENDIX NO. 3 and 4.

Abstract showing the condition of the Winter Schools in the several Counties and the Aggregate for the State.

	Hartford County.	New Haven County.	New London County.	Fairfield County.	Litchfield County.	Middlesex County.	Windham County.	Tolland County.	Aggregate.
No. of School Societies	33	31	27	29	31	18	25	17	211
No. of do. which have made returns	27	21	20	22	28	16	18	15	167
No. of School Districts	266	224	218	250	309	132	178	129	1,706
No. of do. returned to Comptroller in August, 1838	253	212	215	232	297	129	166	126	1,630
No. of do. included in returns of winter schools	200	143	157	160	225	113	114	106	1,218
No. of persons between 4 and 16 years of age	14,689	12,420	12,252	14,554	11,346	7,236	8,139	5,016	83,680
No. of do. returned to the Comptroller in August, 1838.	14,625	12,231	12,140	13,836	11,150	7,114	7,937	4,944	83,977
No. of do. included in School Returns	12,403	8,963	9,539	9,984	9,301	6,667	5,829	4,155	66,841
No of scholars of all ages in all schools returned	5,354	3,439	4,296	4,187	4,601	3,182	3,003	2,266	30,338
{ male	4,651	2,657	3,324	3,079	3,559	2,695	2,415	1,842	24,229
{ female	10,005	6,096	7,620	7,966	8,160	5,877	5,418	4,108	54,550
Total.	178	109	164	80	128	141	148	85	1,033
No. of scholars under 4 years of age	446	273	564	305	717	269	440	404	3,438
No. of do. over 16 years of age	8,225	4,732	5,762	5,110	6,056	4,540	4,076	3,331	41,832
Average attendance in all the schools	712	326	613	1,075	636	461	770	137	4,730
No. of children returned as in no school public or private	17	16	18	20	16	18	17	16	18
Average length of winter schools	162	100	154	119	154	104	108	95	996
No. of Teachers employed	68	52	28	34	76	16	8	14	296
{ male	\$15 59	\$16 90	\$15 45	\$15 87	\$15 27	\$15 52	\$15 22	\$14 06	\$15 48
{ female	\$8 35	\$8 31	\$9 44	\$10 30	\$7 21	\$8 17	\$7 33	\$7 53	\$8 33
Average wages paid per mo. exclusive of board	55	21	47	29	26	29	18	26	251
No. of Male Teachers who have taught same school before	33	17	4	2	13	7	1	9	79
No. of female " " " "	27	21	20	25	28	12	10	29	165
No. of teachers who have taught any where over ten seasons	64	49	52	50	62	35	32	45	389
No. of do. do. over five seasons									
Amount of Local and Society School Funds returned									\$102,000 00
Annual income of do.									\$5,000 00
Whole amount of Town Deposit Fund									\$764,670 61
Annual income of, appropriated to the support of Schools									\$30,000 000
Amount of School Fund									\$2,028,531 20
Avails of, for the year ending March, 1839									\$104,900 00
Number of children in private schools									12,000
Estimated amount paid for private tuition, over									\$300,000 00

APPENDIX NO. 5.

Different kinds of Books in use in the different School Societies.

SPELLING BOOKS AND DICTIONARIES.

	School Societies. is used in
Webster's American Spelling Book—Elementary,	122
Hazen's Speller and Definer,	28
Sears' Spelling Book,	9
Parley's Primer,	5
Town's Spelling Book,	4
Chichester,	3
Angell's,	5
Bentley,	3
Bolles,	1
Marshall,	1
Webster's Dictionary,	10
Walker's Dictionary,	8

READING.

Testament and Bible,	122
English Reader,	94
Easy Lessons,	93
National Preceptor,	87
Easy Reader,	60
National Reader,	49
Child's Guide,	53
Intelligent Reader,	31
Young Reader,	17
Reader's Guide,	16
Angell's 1, 2, and 3 Series,	15
Columbian Orator,	15
Child's Instructor,	10
Lovel's Pupil's First Book,	14

	School Societies. is used in
American Preceptor,	14
Popular Lessons,	14
Murray's Introduction,	10
American First Class Book,	10
Worcester's First Book,	9
Second "	9
Sequel to Easy Lessons,	9
Easy Primer,	9
American Reader,	6
Irving's Columbus,	5
Analytical Reader,	5
Alden's Reader,	4
Child's 1st Book,	4
Introduction to English Reader,	4
Ladies' Class Book,	4
Lovel's Speaker,	4
Sequel to English Reader,	4
" Easy Reader,	3
Scott's Lessons,	3
Porter's Rhetoric,	3
Introduction to Easy Reader,	3
American Revolution,	3
Biography,	2
History,	2
Common Reader,	2
Emerson's 2d Class Reader,	2
Girls' Reading Book,	2
Art of Reading	
American Manual	
Class Book of Nature	

Farmer's School Book
Great and Little Monitor
Jack Halyard
Kirkham's Elocution
Moore's Monitor
Moral Class Book
Pollock's Course of Time
Life of Putnam
Understanding Reader
Ladies' Preceptor
Hall's Reader
Gallaudet's Natural Theology

School Societies.

Brainard's, 2
Powler's, 1
Hunt's, 1
Morse's, 1
Hart's, 1

School Societies.
is used in

ARITHMETIC.

Daboll's, is used in 127
Smith's, " 114
Botham's, " 79
Adams', " 70
Colburn's, " 60
Davies', " 52
Emerson's, " 30
Olney's, " 25
Tyler's, " 11
Ainsworth's, " 10
Baldwin's, " 9
Willett's, " 15
Wanzer's, " 9
White's, " 9
Parley's, " 6
Pike's, " 6
Child's Manual, " 6
Lovell's, " 5
Youth's, " 4
Dilworth's, " 2
Green's, " 2
Smiley's, " 2
Rand's, " 2
Root's, " 2
Ostrander
Little Reckoner
Miss Beecher's
Barnard's
Federal Calculator
Greenleaf's
Thompson's
Hasten's Elements
American Arithmetic
Rugers'
Temple's
Arithmetical Tables

GEOGRAPHY.

Olney's, " 128
Smith's, " 110
Peter Parley's, " 102
Huntington's, " 70
Malte Brun's, " 47
Woodbridge's, " 31
Brinsmade's, " 26
Village Geography, " 24
Hall's, " 17
Willard's, " 5
Willett's, " 4
Goodrich's, " 4
Cumming's, " 4
Burrill's, " 3
Blair's, " 2

GRAMMAR.

Smith's, " 120
Murray's, " 66
Kirkham's, " 33
Brown's, " 15
Greenleaf's, " 19
Dowd's, " 8
Pond's, " 8
Flint's, " 5
Brinsmade's, " 4
Greene's, " 3
Webster's, " 3
Dowell's, " 9
Everett's, " 2
Ingersoll's, " 2
Gilbert's, " 1
Russell's, " 1
Mosley's, " 1
Pickett's, " 1

HISTORY.

Goodrich's United States, 71
Olney's, " 34
Hale's, " 22
Webster's, " 19
Parley's, " 18
Tytler's, " 9
Whelpey's Compend, 4
Davenport's, " 4
Emerson's, " 3
Robbins', " 3
Hall's, " 3
History of Connecticut, 8
Ancient and Modern History, 3
Child's First Book of History, 3
History of England, 1
Barber's, " 1
Butler's Compend, " 1

NATURAL PHILOSOPHY.

Comstock's, " 56
Blake's, " 47
Swift's, " 39
Jones', " 9

CHEMISTRY.

Comstock's, " 19
Blakes, " 10

ASTRONOMY.

Blake's, Wilbur's, Parley's.

ALGEBRA.

Day's, Totten's, Colburn's, Davies'.

In addition to the above, Watts on the Mind, Abercrombie on the Mental Powers, Gallaudet's Natural Theology, Sullivan's Moral Class Book, are used in several Societies, and various authors in Book-keeping, Botany, Surveying, Geometry, Latin, Navigation, Music, Composition, &c.

APPENDIX No. 6

The following is the form of a Weekly Report used in several of the Common Schools in Hartford and vicinity.

WEEKLY REPORT for M

The Parent or Guardian is requested to examine and sign this Report weekly.

J. T——, Principal.

WINTER TERM. 1838-9.	ATTENDANCE.			DEPORTMENT.			IMPROVEMENT.			REMARKS.	SIGNATURE.
	Punctual.	Tardy.	Absent.	Good.	Mediate.	Bad.	Good.	Mediate.	Bad.		

APPENDIX No. 7.

SCHOOL HOUSES.

With a view of obtaining accurate information respecting the condition of school houses, a series of inquiries touching their condition in more than forty particulars, were prepared, and have been filled up by teachers and others, for more than 800 districts. The following extracts from these returns and communications exhibits but too faithfully the condition of many of our district school houses.

"I have visited 62 school houses in person and give you the following summary of information collected.

Location. Nineteen out of the 62 are located entirely in the highway, and that the ground on which the others stand cannot be worth on an average \$12 for each. Thirteen were bounded by two roads. Sixteen were in noisy and improper neighborhoods. None had any shade trees or any of those adornments which are resorted to, to make our homes pleasant and healthy.

State of Repair. 26 were in good repair; 19 were much out of repair; 176 square of glass were broken; and very few were sufficiently protected from cold air from beneath; 25 had crevices to admit the wind from every quarter.

Interior management. 38 had never been white washed—in none were there blinds and other arrangements to admit the proper degree of light—little or no provisions are made for securing habits of neatness and order by proper places for hats, cloaks, &c. &c.—in 48 instances the desks are attached to the walls so that scholars sit with their backs to the teacher while engaged in their studies—and when they face him they are obliged to lean, if they rest at all, against the edge of the desk for support—in 52, the seats were without backs, and that in most, the seats were not of proper elevation for children of different sizes, nor were they so adapted to the desks that the scholars could not write without violating the laws of this organization, and inducing deformity and ill health—38 out of the 64 were altogether unprovided with the means of ventilation, except through the crevices about the floors and sides of the room.

In another county out of 50 school houses taken at hazard from the returns for the county, 40 were all or in part in the public highway—12 were in situations which were wet and disagreeable—not one of these had any play ground "except the gardens and orchards" of neighbors—but two were ventilated by an opening in the ceiling—in 30 the scholars faced the walls, or the windows which were in all cases without blinds or shades—in 5 only were the seats and desks properly arranged and of proper heights, so as to favor the health, the comfort, or the progress of the pupils—and in all the dimensions of the room were altogether too contracted for even the average attendance of the district."

In another county, out of 40 school houses, but one has any provision for ventilation: but seven have seats with backs in any case; the average height of the school rooms is 7 feet; the average breadth 7 1-2 feet; the average length 18 1-2 feet, while the average attendance is over 30 children to each.

"In 104 districts which I have visited in New London County, there are 31 school houses which may be considered as being in very good repair, and 73 of which are more or less out of repair. Among them there are but 7 which are constructed in such a manner as to be comfortable and convenient. In 3 the scholars all face the teacher, and in 6 or 7 others, they sit so as to face the centre of the room. In the others the desks are confined to the walls on three sides of the room, and have seats in front of them. By this arrangement the larger scholars sit with their backs to the teacher, except while engaged in reading and spelling. In the first position they have no support at all for the back, and in the latter the edge of the desk is all that is afforded. The younger scholars are seated in the centre of the room on low seats, which in 80 districts are provided with backs. In the remaining 24 districts, these seats have not backs. In 8 districts 2 rooms are occupied by the school, and in 96 districts only one room. The rooms used, will average about 20 feet square, and 8 feet in height. In 75 districts close stoves are used for warming the houses, and in 23, stoves and fire places, and in 6, fire places alone. In none of these houses has any provision been made for ventilation. In 4, the windows let down from the top, and 2 have green blinds. In 39 districts the windows are furnished with outside shutters.

In no case is a scraper, or a mat for the feet provided. In 100 districts they have no play ground except the highway, or the land of individuals. In about 40 districts a few shade trees may be found within 20 or 30 rods of the school house. 89 houses stand in the highway, in all or in part. One district has provided globes for the use of the school, and made arrangements for procuring philosophical and chemical apparatus. 29 districts have black boards; and 3 have some maps, and 1, a clock. All are destitute of a library, thermometer, and recitation rooms. In country districts the entry serves as a wood room, and place for hats and cloaks. In country towns from 30 to 50 scholars are usually crowded into a room calculated for only 20 or 25."

The following descriptions are selected, contrasting a good and a bad school house. I wish it was in my power to refer to many as pleasantly located, properly furnished and arranged, as the first, and that I could pronounce the last an exaggerated account of an extreme case, but, alas, there are too many liable to the same condemnation.

"It is pleasantly located on High-st., at the head of 6th-st., on a lot 90 feet front, by 100 feet deep, considerably elevated above the street, the rear of which has a sufficient number of forest trees to afford ample shade. The building was erected in the spring of 1837,—is of wood, 50 ft. front by 30 ft. deep, with two wing entrances 10 ft. by 8 ft.,—is one story high, 12½ ft. posts, with a tower for a bell, which is not yet purchased,—16 windows of 24 lights, 9 by 12, each casement having a spring. The outside is painted white, the inside imitation oak. It is divided into 2 rooms, one 30 ft. by 29 ft., the other 19 ft. by 29 ft. Height of the rooms 11½ ft., ceiled to the windows, which are 3 ft. from the floor, above which it is plastered. The larger room contains 42 single, framed desks, besides well formed seats, or benches, with reclining backs. The desks are stained and varnished, and are arranged on each side of the room, 3 deep, facing the middle. Sufficient space is left between the tiers of desks for the scholars to pass. The seats are so arranged that the front of one desk is used as the back for the seat in front. The lids are permanent, an opening being left in the back, in which the scholar deposits his books. The teacher's desk, or table, is situated in front of the inner door, (which is half of glass, giving him a view of the entry) on a platform elevated 14 inches above the floor, which is level. Around the table is room for reciting classes. The other room is for the smaller children, and is well furnished with benches with reclining backs, calculated for 5 or 6, of different heights, corresponding to sizes of the children. The rooms are furnished with black boards, and arrangements are made to provide globes, planetariums, and such other apparatus as shall be thought proper. The rooms are warmed by wood-burning close stoves, having basins of water upon them. The wings are provided with clothes hooks, sinks, wash basins, water pails, &c., with a scraper at each door. A work house, and two other necessary buildings stand in the rear of the lot. In erecting this building, the district intended to provide a convenient, and every way comfortable, and pleasant school house; the cost of which has been about fifteen hundred dollars, exclusive of the lot, estimated at four hundred dollars. Blinds are yet to be attached to the windows, and the ground enclosed. The school house has been occupied nearly two years, and has been kept in fine condition. It has not been marred or disfigured, either on the out or inside, and the desks afford abundant testimony that the pride of the scholars is in full exercise, for a scratch or mark is hardly to be found on one of them."

Description of a school house in the CENTRE DISTRICT of ———.

"It is located near the foot of a very steep hill, on wet, muddy ground, in the middle of the highway, some 40 rods below the church, where the good people of the town worship, and which they have spared no pains or money to make neat and comfortable for themselves. In answer to the question, "how long has it been built?" as far as I can ascertain, it has always stood there—"the memory of the oldest inhabitant runneth not to the contrary." It is one story high, and presents a broadside to the most travelled road in the town. As you descend the hill from the church, it presents one end with three windows and a door. One window, sash and all, is gone, but is partly closed up by some boards on the inside. The other two are only in part broken. The clapboards are off some distance from the ground, and thereby very uncharitably exposing to view rotten timbers. The entrance is near the corner. The floor is neither a slope nor a level, but undulating, and affords free ventilation for fresh air, from beneath. The district could not afford a broom, nor a shovel and tongs for the first three weeks, and wood was so scarce in the depth of winter, that the teacher declares he was obliged to suspend his school twice "for the want thereof." The desks are ranged round the sides of the room—the seats are without backs and so high that the pupils must sit in an uncomfortable position when they write—there is no provision for ventilation by an opening in the ceiling, although there is no lack of fresh air from innumerable crevices from below and around—there is none of the ordinary conveniences in the house or out of it, with which every school-house should be furnished."

Extract from a communication from one of the most experienced and devoted friends of education in Middlesex county.

"There are many cases in which repairs in the school houses, and a proper provision of fuel, have not been made. I have been in several school houses where the stove doors were without hinges and fastenings. I know of a school house which has stood about half a century, in which there has not been for several winters, and in which it is insinuated there never was such a thing, as a pair of tongs or a shovel. In not a few cases there are only parts of what may have once been a pair of tongs or a shovel, or one or other of them; but how long it was after Tubal Cain instructed men in iron and brass they were made, it would have puzzled an antiquarian to tell. Sometimes benches are found with three legs, if they have more than two or one; and if they ever had desks, they are wholly or partly split off. New panes of glass are not put into the windows where the old ones are lost, and the boys are called upon to volunteer their hats and caps to keep out the windy storm and tempest, at the risk of having them frozen to their heads while going home. The wood, instead of being brought reasonably, cut, split, hauled and dried, is permitted to be brought when individuals in the district see fit to bring it, and that may not be until the school is out of wood, and suspended for the want of it, one, two, or

three days, or a week. Then when in fact brought, in addition to the foregoing evils, it may not be at once cut and split, but left for the scholars to prepare, and the neighbors may be fretting because the boys are teasing them for their axes, dulling, and breaking them. Perhaps most is left out until a snow comes down from Canada and buries it in a bank, or until it is incased in ice. After all, it may be green, soft wood, much of it, perhaps, chestnut, which lightning will scarcely ignite.

APPENDIX No. 8.

REPORTS OF SCHOOL VISITERS, EXTRACTS FROM COMMUNICATIONS, LETTERS, &c.

GUILFORD, SECOND SCHOOL SOCIETY.

"The common schools in our society have never sunk so low as they are represented to have done in some places in our State. A part of the present board of visitors have been in office more than thirty years, and we can perceive a manifest though gradual improvement in that time. Grammar, geography, and arithmetic, which were scarcely taught at all, are now taught, to some extent, in all our schools, while at the same time, the pupils are better readers and spellers than formerly. Our schools have also been visited almost uniformly according to law, and a degree of interest has been kept up in them. Our schools for the last season, have felt some impulse from the general movement in the State. The visitors and teachers were organized into an association, which met weekly for more than three months. At these meetings, modes of instruction, government, and general management, were discussed; questions brought up by the teachers were solved; exercises in reading and parsing were practised; and if we mistake not, a spirit of emulation and enterprise was excited in the teachers, which in some degree reached the schools. Our schools have appeared better at the last examination than we have known them to do at any previous time, and we are encouraged to hope for much greater improvement hereafter.

We would express it as our deliberate opinion, that the great thing needed to advance education in our common schools, is well qualified teachers, and we see no prospect of a supply of such teachers without seminaries for the purpose. The art of instruction and government is not instinctive. The qualified teacher must have learned the art from others or be self-taught. The process of learning by one's own experience is slow, and the majority will not have ingenuity and enterprise to learn in this way at all."

WALLINGFORD.

"The visitors are of the opinion that the present method of visiting the schools is decidedly faulty and disadvantageous. The usual plan and the one which was followed this year, is to divide as equally as possible, the business of visiting the several schools among the committee of nine, and thus no one visits more than two or three of the ten different schools, and as a matter of course, no comparison can be drawn among them either in regard to excellence, proficiency or order, and indeed the present plan can be considered little more than a formality. As a substitute for this plan, the visitors would recommend that the committee of nine be hereafter authorized to depute two of their number, or such other persons as it may be thought expedient, to visit all the schools, and take a general supervision of the schools and school books. If the school society should think proper to adopt this suggestion in the future management of the schools, they will doubtless feel it incumbent upon them to allow a reasonable compensation to the sub-committee for their services. This plan has been practised in some towns of the State, and is thought with marked advantage.

Where two or three small districts can be associated, it seems advisable that they should have one good competent male teacher who should take charge of the larger scholars, (during the winter season at least) whilst one or two or more females may be employed to take charge of the smaller ones. This plan might be followed during the winter season, and the present one during the summer, if it is thought advisable. This plan we think might be adopted by the first, second, and tenth districts, with decided advantage.

The visitors esteem it essential to the well-being of our schools, that some standard, uniform elementary works on all the various branches taught in common schools, should be introduced and universally adopted."

HADDAM.—"School-houses must be made more convenient; a choice selection of elementary books must in some way be secured; teachers must be more thoroughly trained and more amply rewarded; and children must be kept at school a greater portion of the year. To drop a thought or two upon the third particular.

"Young men now seek employment in schools in very many instances, not because they have made any special preparation for this business, or because they expect to pursue it as the means of living or usefulness, but just to help themselves to a little ready money that they may prosecute an education for some other employment, or which they may expend for some other object. They do not lay themselves out as they would were teaching contemplated as an employment for years, or for life. They may have but little acquaintance with books, and with men; may have never read a treatise on teaching, or the government of children, or any kindred topic. How can the schools

flourish under such teachers? While here and there a man may become a good teacher without regular training, and in some rare instances a man may become a good mechanic without serving an apprenticeship, yet it is quite too much to expect that teachers generally will be skillful and efficient unless they are trained for their work."

"It seems to me desirable that the examination of teachers should be by a different board from the present; when the children of professional men, of influential parishioners, clients, and patrons, come before them, there are too many professional and local considerations at work to permit the examiners to be as independent as it is desirable they should be. Were a board of examiners appointed for each county, were the teachers to appear before them on a given day, and at a specified place or places, the prospect of examination under such circumstances, would lead to a more thorough preparation, and the examiners would be more likely to be strictly impartial. A certificate given by such a board, could be made sufficient for the county, and for a longer time than now." The same plan is suggested in a letter from Abington, Windham county. "The appointment of a general committee, either state or county-wise, to examine and certify to the qualification of all applicants, at their expense, and under proper regulations, would tend much to advance common school education. The present mode is somewhat objectionable, from neighborhood, family, local and interested influences. The painful duty of rejecting a young man, with influential connections, a popular character, but of unsuitable qualifications, who may wish to devote the winter to teaching, is seldom performed. Rather than incur the displeasure of wealthy and respectable individuals, the visitors will allow him to enter the school on trial, and the same motives will continue him there till the expiration of the term, to the utter loss of time to the pupils, and money to the state and district. Besides, it is difficult to find, in most of our school societies, a sufficient number of visitors, (however sound may be their judgment in other respects,) competent properly to examine teachers; those who are competent, have become tired of the thankless and unpaid office, and are excused from serving. Now if a committee of three for each county could be appointed, who should examine critically, and certify distinctly the branches which each applicant is qualified to teach, the school visitors could tell by the certificate whether he had been found to possess the qualifications which they wanted, either for summer or winter, for common or high schools." These are most important suggestions, I have no doubt of their wisdom or their practicability; this is done in Ohio, and works well.

LITCHFIELD.—"In some of the towns of our county the friends of the cause have taken hold of the subject with commendable zeal and efficiency the past season, and the result of their labors are such as to cheer the hearts not only of those who have labored, but of all who have witnessed their efforts.

In several of the towns, public examinations were had of all the schools collectively, near the close of the winter term. These examinations were attended by large collections of the parents of the scholars, and of the communities generally; and if I may be permitted to speak of them all from the one I attended in Salisbury, I must think, with the happiest effect.

It was truly interesting to witness the spirit manifested by all concerned on the occasion to which I allude. The examination was such as reflected very great credit to both teachers and pupils, as well as the school visitors. It may perhaps be questionable whether an equal number of what may emphatically be called *good schools*, could have been assembled in any town in the state. And children, teachers, parents, and the whole community, seemed to participate in the joy and good feeling the occasion was calculated to inspire. The morning session was occupied with the examination; and in the afternoon appropriate religious exercises and addresses; the singing both morning and afternoon was performed by the scholars of two of the schools under the direction of their teachers, much to the satisfaction of the audience.

In this town (Salisbury) the board of visitors choose two of their number to take the whole oversight of the schools, and the town paid them for their services at the rate of one dollar per day; thus an efficient and energetic supervision was secured to the schools, and the beneficial effects were clearly manifest.

It has been a question with some, whether we most need better qualified teachers for our schools, or a more healthful tone of public sentiment, attended by corresponding action on the part of the proprietors and overseers of the schools. The result of my observation in the matter is, that one can hardly exist without the other—that a correct public feeling will create a demand for competent teachers—and that demand will, as a matter of course, create a supply. On the other hand, nothing is so well calculated to bring into exercise this correct public sentiment, as the persevering, untiring efforts of laborious, competent teachers acting on the minds of their pupils, and through them on the parents.

The truth is, we must have both, or our common schools will never be what the exigencies of the case demands. The philanthropist and the legislator who would effect anything salutary in this department, must keep both in his eye, assured that when he touches one efficiently, he by a sympathetic chord moves the other also. Teachers' seminaries, or departments of this sort, attached to schools now existing, are very much needed; where the *art of teaching* may be taught, as also the art of governing—and the philosophy of *mind* may be studied."

AN ACT CONCERNING SCHOOLS.

Passed May Session, 1839.

Sec. 1. *Be it enacted by the Senate and House of Representatives in General Assembly convened,* That each school society shall have power to establish and maintain common schools of different grades, to build and repair school houses, to lay taxes, and make all lawful agreements and by-laws to secure the free, equal, and useful instruction of all the youth thereof.

Sec. 2. No school district shall hereafter be formed out of any existing district or districts, with less than forty children between the ages of four and sixteen, nor shall any existing district, by the formation of a new one, be reduced below the same number.

Sec. 3. Whenever any school district shall be formed or altered in any school society, it shall be the duty of the committee of the society to fix and describe the boundary lines of such district, and cause the same to be entered on the records of the society; and in any case where such boundary lines are not now fixed and described, it shall be the duty of said committee, on application of the district, to designate and define the same, as above specified.

Sec. 4. Every legally constituted school district shall be a body corporate, so far as to be able to purchase, receive, hold and convey any estate real or personal for the support of schooling in the same, to prosecute and defend in all actions relating to the property and affairs of the district, and to make all lawful agreements and regulations for the management of schools within said district.

Sec. 5. There shall be a meeting in each school district annually on the last Tuesday of August, at the school house of such district, or, if there be no school house, at such other place as the district committee may designate; and notice thereof shall be given at least five days previous, by the district committee, in one or more newspapers published therein, or by putting the same on the school house, or on the sign post, or on such other places, and in such other mode as the district may designate for this purpose.

Sec. 6. A special meeting shall be held in each district whenever called by the district committee, in the manner specified in the case of annual meetings; and it shall be the duty of said committee, or any member thereof, or in case of failure or refusal of the same, of the clerk of said district, to call a meeting on the written application of any five residents there in who pay taxes; and every notice of a district meeting, shall state the purpose for which said meeting is called.

Sec. 7. At the annual meeting of any district the legal voters thereof shall elect, in addition to the officers now required, a committee, to consist of not more than three residents of the district;—and said committee shall discharge all the duties now required of the district committee appointed by the school society; shall employ unless otherwise directed by the district one or more qualified teachers; provide suitable school rooms; visit the schools by one or more of their number, twice at least, during each season of schooling; see that the scholars are properly supplied with books, and in case they are not, and the parents, guardians, or masters have been notified thereof by the teacher, to provide the same at the expense of the district, and add the price thereof to the next school tax or rate of such parents, guardians, or masters; suspend during pleasure or expel during the current season from school, all pupils found guilty on full hearing of incorrigibly bad conduct; and give such information and assistance to the school committees and visitors of the society, as they may require, and perform all other lawful acts as may from time to time be required of them by the district, or which may be necessary to carry into full effect the powers and duties of school districts.

Sec. 8. Each school district shall have power at the annual, or any lawful meeting, to build, or otherwise provide suitable school rooms; to employ one or more teachers; to fix the different periods of the year at which the school shall be taught; to appropriate such portions of the public moneys accruing to such district for the use of schools, to such parts of the year, as the convenience of the district may require; provided that no school district shall after the first day of January next, be entitled to any portion of the public money, unless the school or schools of such district have been kept by a teacher or teachers duly qualified, for at least four months in the year—

and until the district committee shall certify that the public money received by such district, for they ear previous, has been faithfully applied and expended in paying the wages of such teacher or teachers, and for no other purpose whatever.

Sec. 9. The inhabitants of school districts in lawful meeting assembled, shall have power to lay taxes on all the real estate situated in their respective districts, and upon the polls and other rateable estate, except real estate situated without the limits of such district, of those persons who are residents therein, at the time of laying such tax, and said real estate shall not be taxed by any school district besides the one in which the same is situated; and said tax shall be made out and signed by the district committee from the assessment list of said town or towns, to which said district belongs, last completed or next to be completed, as said district may direct, and be collected by the collector of the district in the same manner as town taxes.

Sec. 10. Whenever real estate situated in one school district, is so assessed and entered in the grand list in common with other estate situated out of said district, that there is no distinct or separate value put by the assessors upon the part lying in said district, then said district wishing to lay a tax as aforesaid, may call upon the assessors for the time being of the town in which said district is situated, to assess, and they are hereby authorized and directed on such application to assess, the value of that part of said estate which lies in said district, and to return the same to the clerk of said town; and notice thereof, shall be given in the same way and manner as school meetings are warned; and at the end of fifteen days after said assessment has been lodged as aforesaid, said assessors and society's committee shall meet in such place in said district as said committee shall designate in their notice, and shall have the same power in relation to such list as the board of relief have in relation to lists of towns. When such list shall be equalized and adjusted by said assessors and society's committee the same shall be lodged with the town clerk, and said assessments shall be the rule of taxation for said estate by said district for the year ensuing; and said assessors shall be paid by said district, a reasonable compensation for their services.

Sec. 11. The visitors or overseers appointed by any School Society, may prescribe rules and regulations for the management, studies, books, and discipline of the schools in said society, and may appoint two persons, one or both of whom shall be a committee to examine into the qualifications of all candidates who may apply for employment as teachers in the common schools of such society, and shall give to such persons, with the evidence of whose moral character, and literary attainments they are satisfied, a certificate setting forth the branches he or she is found capable of teaching, provided that no certificate shall be given to any person not found qualified to teach reading, writing and arithmetic, thoroughly—and the rudiments at least, of grammar, geography, and history;—to visit each of the district schools in said society, during the first two weeks after the opening of such schools, and also during the two weeks preceding the close of the same, at which visits the committee may examine the record or register of the teacher, and other matters touching the situation, discipline, mode of teaching, and improvement of the school;—and subject to the rules and regulations of the school visitors, may exercise all the powers, and discharge all the duties of said visitors; and such committee shall receive one dollar each per day for the time actually employed in discharging the duties of their office, and such other compensation as said society may allow, to be paid out of the income of the town deposit Fund accruing to said society, or in any other way which said society may provide.

Sec. 12. No teacher shall be employed in any school supported by any portion of the public money, until he or she has received a certificate of examination and approbation, signed by a majority of visitors of the school society, or by the committee by them appointed, nor shall any teacher be entitled to draw any portion of his or her wages, so far as the same is paid out of any public money appropriated by law to schools, unless he or she can produce such certificate, dated previous to the opening of his or her school—provided that no new certificate shall be necessary, when the teacher is continued in the same school more than a year, unless the visitors or overseers shall require it.

Sec. 13. It shall be the duty of every teacher in any common district school, to enter in a book, or a register to be provided by the district clerk, the names of all the scholars attending school, their ages, the date when they commenced, the length of time they continue, and their daily attendance together with the day of the month on which such school was visited by the school visitors of the society or committee by them appointed, which book, or register, shall be open at all times to the inspection of all persons interested, and be delivered over by the teacher at the close of the term, to the district clerk, together with a certified abstract, showing the whole number of pupils enrolled, the number of males and females, and the average daily attendance—and it shall be unlawful to pay any teacher more than two-thirds the amount due for any term of tuition, until said book and abstract shall be placed in the hands of the district clerk, as aforesaid, and certified to under oath.

Sec. 14. Any school society, in lawful meeting, may authorize the committee of the society to draw an order on the society treasurer, in favor of such school district, or parts of districts, who have kept their schools in all respects according to law, for their proportion of all the public money appropriated to the use of schools, in the hands of said treasurer either according to the number of persons between the ages of 4 and 16 in such districts or parts of districts, or according as the amount of attendance for a period of six months schooling in such districts or parts of districts, shall bear to the whole amount of attendance in all the districts for the same period.

Sec. 15. Whenever the expense of keeping a common school by a teacher or teachers duly qualified, shall exceed the amount of all monies appropriated by law to defray the expense of such school, the committee in such district for the time being, may examine, adjust, and allow all bills of expense incurred for the support of said school, and assess the same upon the parents, guardians, and masters of such children as attended the same, according to the number and time sent by each.

Sec. 16. Whenever the contingent expenses of any school district, arising from repairs of school house or its appendages, books, coats, damages, or any other source, shall not exceed the sum of twenty dollars in one year, the same may be included in the above assessment.

Sec. 17. Any school district, in lawful meeting warned for this purpose, is hereby authorized to lay a tax, not exceeding thirty dollars the first year, or ten dollars any subsequent year, on the district, for the purpose of establishing and maintaining a Common School Library and apparatus for the use of the children of such district, under such rules and regulations as said district may adopt; and any sum of money thus raised, shall be assessed and collected in the same manner as other district taxes.

Sec. 18. Any two or more adjoining school districts, may associate together and form a union district with power to maintain a union school, to be kept for the benefit of the older and more advanced children of such associated districts, if the inhabitants of each of such districts, shall at legal meetings called for that purpose, agree to form such union by a vote of two thirds of the legal voters present.

Sec. 19. Any union district thus formed shall have all the corporate powers of school districts, and shall hold its first meeting on such notice, and at such time and place as may be agreed upon by the associated districts respectively by a vote of the same at the time of forming the union.

Sec. 20. The annual meeting of such union district shall be held at such time and place, and upon such notice, as the district may at its first meeting prescribe—and notice of all special or adjourned meetings shall be given as provided for in the case of school districts.

Sec. 21. The legal voters of such union district shall have power to designate, and purchase or lease, the site for a school house for the union school, and to build, hire, or purchase a building for such school house, and to keep in repair and furnish the same with fuel, furniture and other necessary articles for the use of said school—and to assess and collect a tax for the above purpose, in the same manner as is prescribed by law for other school districts—and in case the district shall not be able unanimously to agree on the location of the union school house, the school society committee shall on application determine the same.

Sec. 22. The committees of the respective districts forming the union district, shall constitute the school committee of said district, with power to appoint their own clerk, treasurer, and collector—and said officers shall have all the powers, and discharge all the duties in reference to such district, as the same officers have in the case of school districts.

Sec. 23. The committee aforesaid shall also determine the ages and qualifications of the children of the associated district, who may attend the union school, and make all rules and regulations for the studies, books and discipline of the school, subject to the approbation of the visitors of the school society in which said union district may be located, and to any votes that may be passed in any legal meeting of said district.

Sec. 24. Such union school shall receive such proportion of all money accruing to the use of each of the associated districts, as the children between the ages of 4 and 16 attending the union school from each of said districts, bear to the number attending the district schools in each—and the expense of sustaining the school beyond the amount thus received shall be borne by the union district, in such manner as the legal voters of the same shall prescribe; and a tax or rate for this purpose shall be assessed and collected in the same manner as in the case of any other school district.

Sec. 25. The visitors or overseers of schools, shall have the same power and perform the same duties in relation to such union schools, as are prescribed to them in relation to other district schools.

Sec. 26. No child shall be excluded from any school supported in all or in part out of any money appropriated or raised by law for this purpose, in the district to which such child belongs, on account of the inability of the parent, guardian, or master of the same to pay his or her tax or assessment for any school purpose whatever; and the school committee of such district, and the select men, or a majority of the same, of the town or towns in which such district shall be located, shall constitute a Board with power to abate the taxes or assessments of such persons, as are unable to pay the same in all or in part, and said select men shall draw an order for the amount of such abatements upon the treasurer of the town in which such persons reside, in favor of said district.

Sec. 27. All the school officers, both of the school society and school districts shall hold their respective offices until the annual meeting of such society and district next following the time of their appointment, and until others shall be duly elected in their places.

Sec. 28. In case any district shall fail or neglect to appoint any or all of the officers authorized and directed to be appointed by this Act at the annual meeting, or any vacancy shall occur by death, removal from the district, or otherwise, it shall be the duty of the committee of the school society in which such district may be located, to make such appointment, and to fill such vacancy, on receiving written notice thereof from any three members of the district, and lodge the name or names of such officers so appointed, with the district clerk.

Sec. 29. The Governor is hereby authorized to fill any vacancy in the Board of Commissioners of Common Schools, occasioned by death, resignation, or otherwise.

Sec. 30. All acts or parts of acts relating to school societies or schools, inconsistent with the provisions of this act, are hereby repealed.

The present number of the Journal contains the Report of the Board of Commissioners of Common Schools, with all of the accompanying documents, except appendix No. 1, annexed to the Report of the Secretary of the Board. It also contains the "act concerning schools," which was reported by the Joint Select Committee on Common Schools, and with a few amendments in the Senate, passed both Houses with an almost unanimous vote.

The first volume of the Journal is now completed. A title page and index to this volume, will accompany the first number of volume second—which will be issued in the course of the month of July. It will be forwarded to all of the present subscribers unless otherwise directed. The friends of the Journal are requested to give their co-operation to extend its circulation, and consequently its power to do good.

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